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ABSTRACT

A summary record is provided of the achievements realized and the problems encountered by the nine colleges of the Los Angeles Community College District during the 1986-87 school year. Following a district overview, the narrative reports of the nine colleges are presented. Each report includes information on the college's mission, functions and goals; instructional programs; instructional support and student support services; community services; planning, research, and development; community relations; and administrative services. Highlighted trends and achievements include the following: (1) the reversal of the four-year decline in District enrollment and weekly student hours; (2) the initiation of efforts to increase community visibility, such as selected mailings and media publicity, and improved articulation with high schools; (3) the change of the start of classes from August to September to facilitate the enrollment of mothers with school-age children; (4) the development of the Project for Adult College Education, which offers working adults 12 units of transfer credit per semester, with intensive evening and Saturday instruction; and (5) the continued attrition of resources in areas where no special funding was available. (AJL)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

1986-87

COLLEGE ANNUAL REPORTS

VOLUME 1
NARRATIVE DESCRIPTIONS

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1986-87

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COLLEGE ANNUAL REPORTS 1986-87

VOLUME 1

NARRATIVE DESCRIPTIONS

May 1988

Office of Research, Planning and Analysis
Nancy L. Conrath, Director

Educational Research and Development Division
Cedric A. Sampson, Vice Chancellor

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PREFACE

College Annual Reports 1986-87 is a summary record of the achievements colleges have realized and the problems they have encountered during the year. As in previous years, the reports are presented in two volumes, one narrative and one technical, for geater ease in using as references for planning and evaluation.

In this first volume, the narrative reports of the nine colleges are presented. Each individual college report is written according to a format that includes the college's Mission, Functions and Goals; Instructional Programs; Instructional Support and Student Support Services; Community Services; Planning, Research and Development; Community Relations; and Administrative Services.

The Office of Research, Planning and Analysis, Educational Research and Development Division, coordinated the preparation of college narratives, which were edited for consistency of format but not substantive content; they represent the perceptions and judgements of each college.

Annual reports from the District Office and Instructional Television were excluded because purposes and functions, as well as the data provided in the second, technical volume, were not comparable.

ACKNOWLEDGMENTS

Preparation of *College Annual Reports 1986-87* relied upon the cooperative efforts of many people. Persons on each campus coordinated the collection of information for college reports, meeting with department chairpersons and service area managers, and synthesizing information into meaningful, coherent narratives. Coordinators were:

City	Dorothy Griffin	Assistant Dean, Research and Publications
East	Kenneth Hunt	Dean, Academic Affairs
Harbor	Stuart Wilcox	Assistant Dean, Admissions and Records
Mission	Anatol Mazor	Vice President, Academic Affairs
Pierce	Philip Stein	Dean, Administrative Services
Southwest	Mary Borell	Assistant Dean, College Development
Trade-Tech	Neil Adams	Assistant Dean, Academic Affairs
Valley	Phyllis Stones	Dean, Academic Affairs
West	Dorothy Rupert	Staff Assistant, College Relations and Development

Responsibility for coordinating the preparation of the document was assumed by Nancy Conrath, Director of the Office of Research, Planning and Analysis. Staff Assistant Dexter Kelly had the major task of editing and producing final copy, with Research Analyst Kit Fong Lai providing assistance in word processing and desktop publishing. Secretarial support was provided by Connie Rosano and Dora Gonzales.

Jim Reese designed the cover, and Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Cedric A. Sampson, Vice Chancellor of the Educational Research and Development Division.

OVERVIEW

The Narrative Volume of the *College Annual Reports 1986-87* provides a variety of information about the nine colleges of the Los Angeles Community College District. Through descriptions of activities, constructive self-analysis and statements about future needs and plans, each college discusses its service areas, mission and goals, instructional and support services, marketing efforts, student and community services, administration, facilities and personnel. In all these aspects of the college community, the narratives tell a story that numbers and tables cannot reveal.

The dominant event of this year was the reversal of the four-year decline in District enrollment and weekly student contact hours (WSCH). Fall 1986 saw a districtwide enrollment rise of 10% and a WSCH gain of 7% over the previous fall semester. Virtually the same percentage gains were repeated in Spring 1987. These increases went against the demographic tide, inasmuch as the proportion of traditional college-age students in the Los Angeles area population continues to shrink. Enrollment growth can be credited in large measure to changes in policy and procedures at both college and district levels; most of these initiatives were enacted during the previous year in response to the enrollment decline.

Most colleges made vigorous efforts to increase their visibility in the community through selective mailings and media publicity. Counselors and instructors visited feeder high schools both to recruit students and improve articulation between high school and college programs. Greater resources were allocated to disciplines that showed stronger enrollment during the previous year, while weaker programs were reduced or phased out, and their faculty reassigned. A barrier to enrollment of mothers with school-age children was removed when the date of the start of classes was moved from late August to early September. Finally, and most significantly, new programs were developed and expanded in response to changing student needs.

The most conspicuously successful of these new programs has been the Project for Adult College Education (PACE), which offers working adults twelve units of transfer credits per semester, with intensive evening and Saturday instruction. Already offered at Harbor and Mission, PACE was introduced at East, Southwest and Pierce this year. Its impact on enrollment was strong, especially at the smaller "developing" colleges; it accounted for 70% of Mission's striking employment gains in Fall 1986. PACE boosted enrollment in college-level English, the social sciences and philosophy, and has virtually reveieved humanities offerings at Mission amd Southwest. Its retention has also been high, with an overall 90% rate in Spring 1987. PACE is not a panacea for enrollment

decline, but in serving the needs of working adults, it points to one direction of productive change.

The most successful disciplines outside PACE were basic transfer and general education disciplines like English, math and Spanish, and basic skills, especially in the English as a second language (ESL) offerings. At Southwest, enrollment in developmental communications modules actually grew as the fall semester progressed, and peaked at its end. Such classes help meet the growing need for ESL instruction in the Los Angeles area, and open the pathway to higher education to Hispanics, a group still substantially underrepresented in district enrollment.

Vocational disciplines did not do as well as those in other categories. Trade-tech, with its vocational emphasis, was the only district college whose enrollment failed to grow. Programs that catered to the manufacturing sector, like engineering and electronics, tended to decline significantly, while at most colleges business and computer science disciplines remained at the same level as the previous year. Real estate enrollment rose sharply, while administration of justice dropped off. Office administration grew only where acquisition of more computer hardware allowed an increase in word processing class enrollment. These trends reflect changes in the Los Angeles economy, whose manufacturing industries and public sector are losing employment while trade and financial services expand rapidly.

The need for up-to-date equipment used by high-technology programs was met almost entirely by special funds. The establishment and augmentation of computer-assisted instruction (CAI) and computer-assisted design and manufacturing (CADCAM) labs at all colleges except Mission was made possible by support from sources such as the State Equipment Fund, the Employment Training Panel, and the Vocational Education Act (VEA) Title III program. Private corporations like Northrop and Lockheed donated computer hardware and other equipment, and Lockheed tenaciously continued its support of engineering programs even in the face of declining enrollment. Without such corporate and special governmental support, these programs would face obsolesence and further declines in enrollment.

In areas where no special funding was available, attrition of resources continued. Libraries at all the colleges were unable to sufficiently replenish their collections with new titles; most of their books are at least ten years old. The growing shortage of up-to-date texts and references threatens adequate library support of instructional programs. Continued staff shortages in areas like admissions and records hampered the enrollment process, and the lack of sufficient personnel and supplies for proper maintenance of the colleges' physical facilities allowed campuses to deteriorate in appearance and functional efficiency.

The chronic problems besetting many campus services reveal the inadequacy of the community college funding structure as controlled by the State government. Colleges realize that they must increase their visibility and prestige in the community if they are to build the political support needed to bring about changes in the funding policy. To gain this awareness, colleges are making better use of resources currently available. Both faculty and staff have risen to this challenge in many areas. At East, many regular faculty are teaching both day and evening classes, and put in extra unpaid hours to help students in study and test preparation. Counselors at City have reshaped their programs to allow students to be counseled in groups. At many colleges admissions clerks are working extra hours for compensatory time, and greater use is made of student workers. These efforts have succeeded in maintaining high levels of service to students as basic program funding declines.

As rapid social and ethnic changes take place in the Los Angeles area, the colleges face new and unprecedented responsibilities. Immigrants need ESL classes; working adults must update or change their occupational skills; students from all social and ethnic groups require basic skill instruction to enter college-level programs. Resources must be allocated to the programs that respond to these changing student needs. The success of PACE and new and augmented basic skills programs shows that this approach can work, and has encouraged faculty and staff to make the sometimes painful decisions needed to update programs and increase enrollment without additional support from regular funding sources. The colleges feel that if they can meet this challenge, their contribution to a positive future for Los Angeles will be appreciated, and they can gain the resources needed to bring about a sustained recovery, renewal, and growth.

LOS ANGELES CITY COLLEGE

THE COLLEGE

Community Served by the College

The immediate neighborhood served by Los Angeles City College consists of the North Central and South Central inner urban areas. According to 1980 Census data, the population of over a million persons in this "community" is multi-ethnic, multi-linguistic, and low income. The makeup of the college student body reflects change in the area, with students tending towards more rather than less ethnic and linguistic diversity, and increasingly low-income. Census data indicates that the service area population is predominately older than 25 years of age, and that English is the spoken language in only 52% of the homes. In 17% of the homes the spoken language is other than English, and in 31% a mixture of some English is spoken along with a different native language. The median family income has been estimated at $17,765. Ethnic percentages of the Central service areas were 51% white, 31% Hispanic, 13% Asian and 5% black in 1980. The College's ethnic percentages, however, differ markedly from the above, with Fall 1986 enrollment 21% white, 29% Hispanic, 26% Asian and 19% black. A population base with 5% black is not going to provide a college student body with 19% black students. The additional black students come from outside the neighborhoods included in the service area.

Other measures illustrate a second, more flexible set of service area boundaries. An analysis of the most recent tabulation of all the "A" students (GPA 4.0) by zip code shows that over 25% come from outside the college "neighborhood", with residency ranging from Santa Barbara to Redlands and Lancaster to Irvine. Further, over 40% of the District's foreign students enroll at City. At present there is no measure of how many out-of-state students enroll here.

Analysis shows, also, that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Americans, Croatians, and Islamic peoples. "Asian" includes Japanese, Korean, Filipino, Vietnamese, Thai, Mandarin, Taiwanese and Cantonese Chinese peoples. It is not surprising, therefore, that over 50% of all entering students tested in 1986/87 selected the English as a second language (ESL)

form of the College Placement Examination. Understanding this phenomenon continues to be crucial to the development of the College's instructional programs and services.

The larger "community" served also includes many District and greater Los Angeles area residents who seek enrollment in this College because it offers programs of exceptional quality not available elsewhere in local community colleges. These unique programs include Bio-Medical Technology, Cable Television Technology, Dental Laboratory Technology, Dietetic Technology, Food Service Supervising, Television Broadcasting and several options under the Professional Theatre Academy. The "returning" students, who already have degrees, make up 12% of the student body; these students are enrolling in health profession curricula as well as other vocational areas such as business, radio broadcasting, cinema, and television.

Mission and Functions Statement

The mission of Los Angeles City College has been to offer a comprehensive program of occupational and transfer curricula, developmental and continuing education, and community service programs which serve the educational needs of its "community". A full range of services to assist students in their development has been designed, but cut back considerably due to budgetary restrictions.

College Goals

College goals represent ideals, not guarantees of complete achievement.

Student Performance Goals:

1. Each student who receives a certificate and/or who graduates from an occuptional curricula will have the knowledge and skills necessary to be successfully employed in the areas of instruction.

2. Each student who graduates from a transfer curricula will have the knowledge and skills necessary for successful upper-division study.
3. Each student will be able to clarify individual personal goals and values and develop a philosophy of life and means of achieving identified goals.
4. Each student will have the knowledge and skills to be an independent self-learner, communicator, and effective problem-solver.
5. Each student will acquire the knowledge, skills, and appreciation essential for effective use of leisure time.

Institutional Process Goals:

1. The College will offer comprehensive liberal arts curricula, a broad range of certificate and associate degree programs, and continuing education based on the needs of the communities it serves.
2. The College will offer career programs based on projected employment needs.
3. The College will maintain careful articulation with four-year institutions to ensure successful student transfer.
4. The College will provide student services, including academic counseling, program planning, career advisement, developmental and compensatory education, financial aid, and student activities which facilitate student growth and success in the academic, social, and economic community.
5. The College will develop programs in alternative learning styles to meet the individual needs of students and to ensure personal, academic and professional growth.
6. The College will offer students and community residents cultural programs, short courses, workshops, and other educational experiences of interest to them.
7. The College will provide community services programs for local residents.

8. The College will make its facilities and resources available to members of the community for their educational and recreational use.
9. The College will provide equal opportunities for all members of the community through affirmative action policies and practices.
10. The College will provide opportunities for all members of the community to participate in campus governance.
11. The College will maintain a consistent flow of information regarding its activities and programs through appropriate media and organized public relations functions.
12. The College will maintain its physical plant and environment in a manner best suited to support the institution's programs.

College Organization

This year the College President was on a one-year special assignment to the District Chancellor, and her position was temporarily filled by the Vice President of Academic Affairs. A dean of instruction assumed the duties of Academic Vice-President. In February the Vice President of Administration died suddenly, and her position was filled on an acting basis by an administrator from the District Office of Business Services.

In filling a vacancy, the Office of Academic Affairs acquired an acting dean who was assigned responsibility for the evening and Saturday programs. This move resulted in more consistency in dealing with evening and Saturday faculty and students when problems arose, and has proved to be a successful administrative arrangement.

An organization chart of the college administration as of June 1987 is presented at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

Following a directive issued by the Board of Trustees, the College phased out its Nursing program and four allied health programs: Dental Assisting, Nuclear Medical Technology, Occupational Therapy, and Ophthalmic Optics. Nursing faculty were transferred to other District programs except for two retirements. Faculty from the allied health programs were reclassified to other disciplines for which they were qualified. Some remained at City and were transferred to other teaching departments, while others were transferred to other District colleges. Reclassifications and transfers also occurred in some other understaffed disciplines experiencing growing enrollments.

Although no new students could enroll in the phased-out programs, there was no loss in overall college enrollment this year. Instead, class enrollment increased by 8% in Fall 1986 over the previous fall. Weekly student contact hours (WSCH) rose 3% in the same period.

Nineteen departments and disciplines gained in enrollment above the college percentage, while seven increased at lesser rates. Only five disciplines lost enrollment. The greatest loss occurred in administration of justice, down 15% or 66 students. Physics lost 20 students, sociology nine, dental laboratory technology five, and German two.

English language instruction continued to draw the greatest number of students. Not only did enrollment rise, but retention also increased in developmental communications (4%), remedial English (6%), and speech (3%). The enrollment increases in these three areas totalled over 600 students, a 9% advance.

Many smaller disciplines made substantial gains: law, 25%; Spanish, 20%; Chicano studies, 18%; photography, 14%; and art, 20%.

The College's Saturday program offered a wide range of subjects including art, six business disciplines, eight math courses, five foreign languages, secretarial training, television and film workshops, computer courses, geography, surveying and body dynamics.

The Center for the Performing and Visual Arts, a concept proposed by the President, was organized late in the spring 1986 semester by the chair of the Art Department, assisted by chairs from the Dance, Theatre, Music, Photography and Radio-TV-Film areas. Two very successful artistic and recruitment programs were presented, and a brochure printed. Enrollment increases have occurred in these disciplines.

Transfer

During the last three years enrollment in transferable English courses has risen 80%, but retention has declined . In Fall 1984, the average class size was 31 and retention rate 79% of the enrollment. By Fall 1986, class size was 36, but retention only 75%. The English Department chair states that the application of higher standards has been more important than class size in shaping these trends.

This year mathematics gained only 2%, but had to turn away students because of cuts in the hourly budget. Since a number of Math classes meet five days a week, the Department's WSCH was up 5%, higher than the overall college increase.

Business Administration offerings gained 10% in both enrollment and WSCH. Unfortunately, there is at present no way to determine what percent of the enrollment is applied to transfer, and what is applied toward vocational AA degrees and certificates. The bulk of these courses are transferable.

The Foreign Language Department discontiuned offerings in Arabic and Latin, and had two fewer students in German, but its enrollment increased 15%, over 200 students, and WSCH increased 13%. The largest increase occured in Spanish, with substantial increases in French and Italian. All other offerings had small increases.

Among the Social Sciences, economics gained 9%, history 14% and political science 6%. Sociology showed a small loss of 3%.

Vocational

The Computer Technology/Electronics/Architecture/ Engineering Department continued its success with several programs. The Cable Television Program served a rapidly increasing demand for cable installers and line test technicians. The Computer Assisted Architectural Design (CAAD) Program has been specially funded for several

semesters and will continue into the 1987/88 academic year. Expanded use of the lab and equipment should implement a variety of computer graphics classes. Donations from industry, and state and Vocational Education equipment funds, greatly improved the computer technology and electronics labs. This support was sorely needed because of the increase in enrollment. A revitalization of the Engineering Program is planned under the industrial technology title; emphasis will be on computer-related technologies in the industrial world. A working relationship has been established with California State University, Los Angeles (CSULA), to articulate with a lower-division program at LACC which will be transferable to CSULA's bachelor's program in industrial technology.

The Radio-TV-Film Department has experienced enrollment increases in all three areas. A large proportion of cinema students already hold degrees from other institutions. Individual success stories are too numerous to list. The Department's follow-up system has discovered that most students trained in all three divisions have been immediately hired by components of the television and film industry.

The Theatre Academy's production of *Holy Ghost* was selected as a regional finalist in the American College Theatre Festival (ACTF) competition, one of six selected to compete from among 68 college and university entries. The Theatre Academy also garnered other ACTF awards. Twelve acting students were nominated for the Irene Ryan acting competition. The production of *Cinders* was selected as alternate in the "Festival of Invitational Scenes" category. The lighting design for *Cinders* also received acclaim. Both casts of *Cinders* and *Holy Ghosts* received praise for their ensemble acting. The Department and Academy annually demonstrate the quality of their training programs and productions.

Office Administration grew in enrollment and curricular development, aided by new computer equipment offering students up-to-date instruction that meets employment requirements. Dietetic Technology staff have also revised curricula to meet legal and accreditation standards.

The Media Arts Department, which includes journalism, photography and public relations, enjoyed a 16% gain in enrollment and WSCH. New equipment from the Perkins Vocational Education Act (VEA) funds greatly aided students in photography.

Developmental

Enrollment in developmental communications rose 11% in Fall 1986. Remedial English increased by 15% and retention improved by 16% in English, developmental communications, and speech. Non-credit English as a Second Language (ESL) offerings continued to expand. Remedial mathematics was confined to Math 105, the arithmetic course, whose enrollment decreased 4% following a cut in hourly funds.

Faculty Achievements

Dr. Emily Maverick, Professor of Chemistry, was selected to receive the 1987 Chemical Manufacturers Association Regional Catalyst Award, which recognizes excellence in chemistry teaching.

Don Landauer, Professor of Business Administration, was named the College's Innovator of the Year for pioneering programs. His most recent venture, international trade, stressed hands-on exprience in the import-export business by setting up a trading program between LACC students and students in European and Asian schools.

Books written by faculty and published this year included English instructor Sam Eisenstein's *The Inner Garden* and *Communication Electronics; Systems, Circuits and Devices*, by Forrest Baker, an electronics instructor.

Art Professor Phyllis Muldavin shared the spotlight with artist Ann Page at a two-person show called "When Beauty is Enough" at the Women's Building in downtown Los Angeles. Jeanne Collachia, a part-time instructor in cinema, had her award-winning film *Odd Birds* shown as part of the American Film Institute Independent Film Festival.

Library and Learning Resource Center

The Library's no-growth situation of the past several years was alleviated somewhat by a small increase in budget, gifts, and proceeds from a book sale held in May, 1987. A special gift was the ten-volume *New York Botanical Garden Encyclopedia of Horticulture*, which Barbara Hoshizaki and botany students purchased with funds acquired from a class plant sale. Bequests also included the life-time collections of two

recently deceased LACC faculty: Ruth Yunker, Professor of English, and John Tristram, Professor of Foreign Languages. Use of library materials grew, with 35,916 books and over 1,600 periodicals in circulation. Since there are a number of periodicals and newspapers on microfilm, this figure does not represent all of this year's usage. There is also no way to keep track of reference books used, which was regarded as heavy and continuous.

The Learning Skills Center served almost 6,000 students this year. Of this population, 62% were enrolled in ESL courses and 63% were vocational students. Sixty percent of the students were in associate degree programs. The native language diversity was such that 29 different languages were spoken. Curriculum modules were developed in English reading, vocabulary and writing fundamentals. Two new courses are being proposed: Learning Skills 6, Academic Study Skills, and Learning Skills 7, Basic Composition. New standardized tests were purchased, accompanied by recent national norms for scoring. New materials were also developed for low-level readers. A computerized management system for student records was implemented, and all course outlines were revised to comply with Title V regulations.

A half-time counseling position for the Learning Skills Center was added to provide career, personal and academic counseling. This has been beneficial to the Center as many developmental students need and request frequent counseling. The Limited English Proficiency (LEP) Program flourished when a full-time instructor was assigned to LEP instruction. The Single Parent Program was successful mainly because a half-time mathematics instructor was available to provide specialized instruction in the Center. Vocational tutors and a language skills instructional assistant enhanced the instructional support system.

The greatest current departmental need is for proper instructional staff for English and English as a second language for non-vocational students. Because of District layoff notices and transfers of tenured faculty, the Learning Skills Center received 1.6 FTE administrative faculty transfers. Unfortunately, the program was not strengthened by these additions because the transferred faculty lacked background and preparation in teaching basic and specific skills, especially in ESL.

Student Services

Admissions and Records

During the past few years there has been a steady loss of personnel in Admissions and Records; six employees left in 1986/87 alone. One transferred to another community college, to assume similiar responsibilities with a substantially larger salary than she earned in the District. Two provisional employees also left, to take permanent positions in the private sector with an increase in salary. The low pay scale for classified employees made the District unattractive to potential clerical personnel, and the list for the clerical categories were not augmented this year. What candiates were available lacked the skills needed to work in the Admissions Office.

The Instructor Special Assignment position eliminated from the budget last fall was replaced with a staff assistant position. It was filled with a very qualified individual who has been a great asset to the Office.

Admissions enrolled over 10% more students this year than last. With a full complement of student workers and some capable relief assistance, the Office was able to operate adequately, but was unable to resume the microfilming of records.

In March, automated transcripts were introduced. There is no longer any need to label students' records, which has relieved some of the pressure on office personnel. The Office was reorganized to increase the number of people handling transcripts. These two changes have reduced the turnaround time for transcript processing from six weeks to one week.

Counseling and Services to Special Clienteles

This year one agency of state government mandated expanded programs to meet new matriculation requirements, while another agency of state government cut back funding to below the level needed to adequately staff those programs. The Counseling staff that numbered 22.5 FTE in 1981 has now been reduced to 9.5 positions. Due to these reductions, a number of new programs were developed to meet the counseling needs of students in groups rather than individually.

Eighteen high schools were visited on a bi-weekly basis to recruit high school seniors. Counselors administered college placement examinations and arranged for the high

school students to register by mail for the fall semester. Each counselor visited two college departments bi-weekly, and advisement was provided during the summer, fall, and spring registration periods. Counselors also served on a number of campus and district committees, and attended conferences which provided for professional growth in student service applications.

The College Placement Examination was administered to over 8,000 students, of whom approximately half chose the ESL Michigan test. Orientation and program planning sessions were conducted for those tested. Two campus programs help prepare for transfer to a four-year university: the College's Honor Transfer Program and the Transfer Center.

Upon successful completion of LACC's two-year Honor Transfer Program, students are guranteed priority admission as juniors at the University of California at Los Angeles (UCLA), California State University, Los Angeles, (CSULA) and other universities. There were 35 students enrolled in the Program, which required them to maintain a 3.2 grade-point-average in a "core curriculum". The Program provided assistance with university application and admission procedures as well as financial aid and housing information. There were also guest lectures and field trips to four-year schools.

An important resource for the transfer student was the College's Transfer Center, which had assembled a great deal of information on four-year colleges, including catalogs, transcript forms, and list of program requirements. Of special note is the Center's microfiche collection of college catalogs which cover most of the universities and colleges in the United States. In addition to providing specialized counseling, the Center invites representatives from the CSU and UC systems, as well as from private colleges, to talk to students on campus.

The Career Development and Planning Center offers all students individual and group career counseling, vocational testing services, exploration of career options, and information on occupational fields and employment trends. Over 650 students used the facilities.

During 1986-87, the documented count of students eligible for Extended Opportunity Programs and Services (EOP&S) was 2,013; 1,161 of these actually received services. The program operation became increasingly student-service oriented. Computerization of the EOP&S budget, rolodex names and addresses and the Academic Assurance Program (AAP) got well underway, with all records integrated with the student data base. The Emergency Book Grant Program continued to be successful, with 1,161 awards disbursed to disadvantaged students.

Once again this year, the AAP retention program proved its value in orienting EOP&S students to support services. Active student participation counts at the end of each semester were 699 in Fall '86, and 516 in Spring '87. Each participating student was assessed for cognitive and affective aspects of their academic profile, monitored for ongoing academic progress, given professional academic advisement, offered study skills assistance and referred to the EOP&S transfer program and tutorial center as deemed appropriate. The evaluation process to ascertain AAP program effectiveness and student outcomes was continued. In addition, staff of a pilot matriculation process called the AAP Summer Readiness Program contacted and established appointments for approximately 450 incoming LACC students. Each student was prepared for college entry, and all necessary guidance and processing was accomplished prior to class attendance .

The focus of EOP&S efforts has been on enhancing student enrollment in both the Program and the College. High School Orientation Day, co-sponsored by EOP&S, brought over 700 feeder high school students and their college advisors to the campus in the spring. These students were identified via the year-round EOP&S high school recruitment project. In addition, the Program initiated a vigorous community outreach project which recruited community support locations and agencies, such as the Department of Public and Social Services (DPSS), community health facilities, correctional institutions, etc. EOP&S also established a follow-up component which oversees program eligibility and service processing.

The Veterans Affairs Office served over 478 veterans and their dependents. This year a number of veterans from the post-Vietnam era began using their benefits under Chapter 32, while the number of Vietnam veterans continued to decline. On July 1, 1986, a new G.I. Bill became effective under Chapter 106, Title 10, U.S. Code, that provides educational benefits under the Selected Reserve Educational Assistance Program. Ninety-five veterans applied for this benefit during 1986/87.

The Veterans Affairs Office continued to audit student veterans weekly, reporting within 30 days any change in their enrollment status. Recruitment and outreach efforts were continued throughout the year, to contact service personnel and encourage them to take advantage of the program. The Veterans Special Education Program (VSEP) continued to provide remedial training for veterans deficient in basic skills, and is one of the mandated programs for the Veterans Cost of Instruction Payments (VCIP) awards. Tutorial assistance is also provided by this program, and approximately 60% of the veterans enrolled take advantage of this opportunity.

While there are fewer veterans than in previous years, a need remains for the services provided by the Office. With student workers and a limited staff, sufficient hours of operation were maintained to serve both day and evening students.

The new International Student Center, which includes admissions and counseling services, has been set up to provide foreign students with easier access to the College's services, and also to help boost retention of these students in campus programs. The College's foreign student population has grown from 140 students in 1981 to 546 this year. Each foreign student enrolls at LACC under an F-1 student visa and pays a minumum of $1,214 in non-resident tutition and enrollment fees each semester. These students hail from South America, Asia, Africa, the Mideast, the Pacific and Europe, with Pakistan, Korea, Iran, Japan, Taiwain, the people's Reublic of China and the Philippines having the greatest representation. Their most popular majors are business administration, computer science, engineering and cinema.

During the academic school year, Disabled Student Programs and Services (DSP&S) served approximately 450 disabled students, whose handicaps were orthopedic, neurological, learning disabilities, impaired hearing, visual, diabetes, speech, and other health impairments. Specific services provided included mobility assistance (including elevator keys); registration assistance; college orientation; reader services; job placement, vocational, personal and academic counseling; learning resource access; and liaison with other agencies. Active programs available to the disabled students were the Learning Disability Program, the Homebound Program, the Blind Program (including Optacon and Braille Instruction), a personal development course for the disabled, The Speech Clinic and a special services program for those most deficient in basic skills.

During this period of reduced funding, the Program was able to continue offering the bulk of its services and programs mentioned above. But the amount of services available to each disabled student had to be cut down. Reader services were reduced by 75% this year; tutorial services were no longer available. Job placement for disabled students was virtually eliminated. Counselor availability for students has decreased 25%, and course offerings within the Homebound Program have dropped approximately 75%. The Adaptive Physical Education Program is no longer in existence, although all equipment and/or the organizational structure remains so that services and programs can be immediately revived when funding is restored.

The Learning Disabilities (LD) Specialist helped train DSP&S personnel in the new LD Guidelines, as the new assessment process of the program was begun. Enrollment of LD students increased by 150%. The Program also was fortunate to have been chosen

to receive the Jay Allen Green Memorial Scholarship of $3,000, to be used for equipment and materials for the Program.

Financial Aid

LACC continued to receive and process more aid applications than any other college in the District. The Office received 3,010 applications, of which 50% were found ineligible because of insufficient need, lack of satisfactory progress, enrollment in fewer than 6 units, or an incomplete aid file. Of the remaining eligible applicants, 92%, or 1,382, have received some form of aid to date. Late applications are still being processed for the past academic year, so this percentage will increase.

For the seventh consecutive year, the Financial Aid Office utilized 100% of its federal allocations in College Work Study and Supplement Educational Opportunity Grant Program. A total of 198 student assistants were placed at 42 different sites through the CWS program.

In addition to the applications, the Aid Office handled Pell Grants (federal only), emergency loans, Guaranteed Student Loan (GSL) scholarships and fee waiver/credit applications, for a total of 8,382 contacts.

Over 2,000 fee waivers and credits were given to assist students with mandatory enrollment fees. The Office disbursed approximately $2,458,533, including CAL Grant funds that were dispensed out of the Office, rather than mailed.

Special Services

The Student Information Center handled over 37,000 inquiries, ranging from on-campus interests and needs to welfare rights and shelter for battered women. The Center also maintained a housing service, assisted EOP&S in high school orientation programs, handled phone traffic diverted from Admissions and Counseling, accepted applications for the Campus Child Development Center, trained and evaluated interns from the Human Services Program, and assisted with the graduation ceremonies.

The Campus Child Development Center (CCDC) was established for three purposes: to increase accessibility to the College by providing child care services, to provide an exemplary early childhood education program, and to serve as a field training site for

the instructional division. The Center provides a program that meets the needs of the whole child. Its faculty has structured a curriculum that contains components to stimulate congnitive growth, such as seriation, cause and effect, shapes, color, letters, and spatial relationships. The goal is not only to provide information but also to encourage creativity, curiosity, reasoning and problem-solving skills. The Center's philosophical focus on the social and emotional aspects of the child's developing personality is demonstrated in activities designed to foster self-esteem, self-reliance, autonomy, feelings of trust and security, the ability to function within a group, inter-disciplinary study, and the ability to express emotions appropriately.

This year, the Center's enrollment averaged 62 children per semester, and average weekly hours of service were 1,340 out of a possible 1,500, for an 89% utilization rate. An average of 65 student-parents were enrolled in an average of 12.5 units. The Parent Survey data indicated that 35% of the student-parents would drop out of college if there were no CCDC available. An additional 33% would reduce their unit load considerably.

One of the assets of having a lab-type preschool on the campus is the ability to provide a practical demonstration of what is presented as theory within a lecture. The CCDC faculty act as role models, supervise and evaluate the practice teaching sessions, and confer with the trainees. During 1986-87, the Center provided 900 hours of student-teacher training. The numerous observers visiting the Center included students from child development, health, and psychology classes and a training program from the Los Angeles Unified School District (LAUSD).

Student Activities

Extracurricular activities experienced growth this year. The Associated Students Organization (ASO) supported a large number of college programs, including the Synder Lecture, the Lombardi Lecture, and the Spring Carnival and Festival. Dr. Alan Dundes, nationally known authority on urban folklore and professor of anthropology and folklore at UC Berkeley, delivered the Snyder Lecture on April 22. His topic was "Folklore in the Modern World." The Lombardi Lecture was delivered on November 5 by Dr. Edward Anderson, noted UCLA educator and nationally recognized authority on student retention programs.

The Spring Festival and Carnival was held May 15 through 17. Included was a Campus Club Day held on Friday, May 15, during which LACC's student clubs set up food and information booths around the college quad. A Festival of the Arts was offered,

including art exhibits and demonstrations, along with theatre and music performances. The Carnival was held on the campus parking lot, located at Vermont and Monroe. Money realized from carnival rides and games benefitted LACC programs.

Community Services

Classes

The College has one of the largest self-supporting Community Services programs in the state, offering over 2,000 classes and enrolling upwards of 33,000 students this year. In addition to recreational and cultural programs provided in response to community needs, the staff cooperated with ethnically diverse neighboring community service groups in joint planning and the development of a great variety of offerings. There was closer collaboration between Community Services, the Office of Academic Affairs, and outside agencies, which helped in the design of classes for programs such as Nursing and Real Estate.

Program development also required cooperative planning with individual faculty and department chairs to be sure that credit and non-credit needs were not duplicated. Facilities were shared by both delivery systems, extending access to programs for community residents.

In 1985, Community Services was certified to offer the Traffic Violators Schools (TVS) under the court referral program. Approximately 2,000 participants enrolled this year. Community Services also maintained support of on-going campus cultural and recreational activities, including direct support for the Art Gallery, Theatre and Music productions.

In accordance with an LACCD reorganization, LACC Community Services now operates Community Services' offerings for Los Angeles Trade-Technical College and Los Angeles Southwest College. It has developed successful branch locations at the LACCD District Office (downtown), the new downtown YMCA and the Mid-Wilshire YMCA. These locations primarily offer intensive business education and computer seminars to business persons in the metropolitan area. It is expected that 2,000 additional participants will enroll through these new programs.

Special Events

The College Art Gallery presented seven exhibits, including one by the Art Department Chair, Gloria Bohanon, another by Art Department Scholarship winners, an annual student art show, and four that featured local artists of note.

The College also held a successful winter Festival of the Arts for 300 visiting high school students in the Communications Building and its outdoor plaza. The Festival showcased LACC's College of the Visual and Performing Arts, which offers classes in art, theatre, music, photography, TV, radio, film, and dance. A second Festival of the Arts was presented in May.

More than 1,200 children from Alexandria, Ramona and Lockwood Avenue Elementary Schools attended a free dental screening at the College's Dental Health Fair, held in March. The free dental examinations, along with a variety of dental care demonstrations, were conducted by dentists from the USC Pediatric Dental Clinic.

Planning, Research and Development

Long-range Planning

The college-wide Strategic Planning Committee continued its work into the 1986-87 academic year. The LACC Strategic Planning, Phase One Report was presented at the first meeting, and the Committee established goals for phase two, selecting subcommittes to work on each goal. The subcommittees considered their respective problem areas and reported findings and recommendations to the Committee as a whole. The College's Strategic Planning, Phase Two Report is being completed in preparation for the beginning of phase three activities in the Fall 1987 semester.

Research Projects

The College was not able to conduct any major research studies, but several brief investigations were conducted for administrative and accreditation purposes.

Special Fund Development

Over a million dollars was awarded for various special projects. Transfer students were assisted through two grants totalling $164,000; these programs supported the College's goal to enable transfer students to succeed. The corresponding goal for vocational students was fulfilled by VEA grants of $99,460 for instructional equipment and $282,901 to assist special groups of vocational students. Grants totalling $400,148 supported remediation to help both vocational and transfer students to succeed in college, and $62,765 assisted special categories of students through contract education.

Other Projects

Five reports of phase-out plans were prepared for the allied health programs being discontinued. Each report was prepared according to the guidelines of the various accrediting agencies in order to ensure that students completing the programs would graduate from accredited programs.

Preliminary work was begun on the Radiologic Technology self-study, due in December 1987. A team from the American Medical Association Joint Review Committee on Education in Radiologic Technology will conduct an accrediation site visit in March, 1988. A progress report was filed with the American Dietetic Association, which accredits the Dietetic Technician program, and the required Annual Report on the College to the Accrediting Commission of the Western Association of Schools and Colleges was filed in April 1987.

Community Relations and Marketing

Public Information and Student Recruitment

Public information services, centralized in the District Office, focused heavily on student recruitment strategies and program advertising. This year, more than 150 news releases and media announcements were sent to more than 100 local media outlets. In addition, the Office assisted in developing campus marketing brochures, advertisting

programs, and planning special events. The Public Information Officer (PIO) also contributed a number of longer articles for the districtwide *Courier* publication.

As a result of the PIO's efforts, news articles appeared on a weekly basis in the Meredith newspapers, including the *Hollywood Independent, Wilshire Press, Larchmont Chronicle*, and the *Downtown News*, as well as the *L.A. Times*. Further, television coverage was provided for a number of events, including the College's Festival of the Arts.

Major recruitment efforts, some noted above, included counselor visits to feeder high schools, high school student orientation visits to LACC, and the continuing Second Start program. The Family and Consumer Studies Department offered a free 15-week special nutrition course to seniors, and the Dental Assistant Department, as noted previously, held a Dental Health Fair for a large group of elementary school students.

Free badminton instruction was offered to area young people through a grant from the Amateur Athletic Foundation of Los Angeles, co-sponsored by the Youth Development Committee of the Southern California Badminton Association.

The College's Mathematics Department held their Second Annual Mathematics Prize Competition for local high school students. Three winners emerged from 47 students representing 11 local high schools.

Contacts with Business and Industry

Pacific Bell continued their program to enable employees to obtain an associate degree and continue to a four-year school for a bachelor's degree. The College again functioned as the provider of coursework towards the AA degree through contract instruction. Kaiser Hospital employees had a speech course on contract, and the Second Start program offered seniors over 55 years of age training to reenter the work force. The classes were funded by the City of Los Angeles under the Job Training Partnership Act.

Administrative Services

Plant Facilities

The handicapped barrier removal project, Phase II, which will provide for the construction of three new elevators and modification of one other located in the Chemistry Building, was begun this year. Buildings receiving new elevators are Women's Physical Education, Jefferson Hall and Holmes Hall. This major construction work was funded primarily by the State, in compliance with mandated laws for the removal of barriers to the handicapped.

Planning began and working drawings were completed for the safety connection and alterations and improvements of chemistry classrooms. These are the oldest facilities on campus, and renovations are needed to update the chemistry program. Construction should commence sometime in December, 1987.

A ribbon-cutting ceremony was held for the opening of a new, three-story parking structure located at Vermont and Monroe.

Plant Operation and Maintenance

The responsibilities of Maintenance and Operations personnel included satisfying the needs and requests of the College's various departments, while maintaining and operating the physical plant. Staffing levels still remain hopelessly inadequate, causing employee dissatisfaction and low morale. Some factors contributing to this condition are low salaries, no advancement opportunities, added duties or work loads, and the inability of the District to recruit viable candidates to fill approved and funded positions. A constant struggle is necessary to maintain an acceptable level of cleanliness and services with allocated resources and staff.

Fiscal Operations

Because of limited personnel, complete operation manuals for the Payroll, Personnel and Business Office have not been completed as planned. Certain procedures, however, were reviewed and rewritten. The Payroll Unit will be reporting time "on-line" beginning in July, 1987.

Security and Safety

In contrast to 1985-86, this school year ended with an alarming increase in crime and reportable incidents on the City College campus. The trend of violent crimes and property loss started at the begining of 1987. There were 152 such incidents reported between January and June, up from only 93 during the previous six months.

To some degree, this increase is tied to the student population. But the most violent incidents were caused by individuals from the transient population of the surrounding area. Statistical crime reporting could have a negative impact on enrollment, since students are very concerned about a safe environment. But as areas of the campus have been closed off, outside criminal activity and vandalism have been reduced.

On the bright side, the Police Office is still providing support to the Library in collection of fines and books. A special effort to reduce the loss of funds from checks at the Business Office has resulted in recovery of over $45,000 since October 1986.

The court referral program has been fine-tuned and the Office is experiencing greater efficiency and utilization of manpower. The Administration of Justice Intern Program is alive and well. In addition to providing escort service, the interns have given both students and staff additional security in the parking lots and on the campus.

Staff Relations

More than 250 classified employees at LACC were commended for their service to the College at a reception held October 6, 1986. Honorees included members of the clerical, maintenance and operational support staff. College staff expressed its appreciation for the fine work provided by these people. The increase in student enrollment this fall was in part due to the tremendous efforts of classified employees. Clerical staff in the Admissions Office, for example, helped to process thousands of students. Also, in an era of reduced budgets, the maintenance staff has found innovative ways to keep the campus attractive. Honored employees received certificates of appreciation. The reception was sponsored by LACC's Associated Student Organization.

There have been decreases in all seven of the District's established Equal Employment Opportunity (EEO) occupational categories. Remaining unmet goals are predominantly for Hispanics and women.

Staff Development

Members of the administrative staff who had not been able to attend the Chancellor's six-week management workshops in 1985-86 attended in 1986-87. District-coordinated seminars and workshops were held for both certificated and classified staff on such subjects as asbestos and tax form preparation. During 1986-87, 213 faculty travel requests were approved for conference attendance.

SUMMARY

In general, the College's student body reflects the characteristics of its principal service area, which is comprised of the North Central and South Central districts of Los Angeles. The area population is multi-ethnic, low-income and predominantly older than 35 years of age. In recent years, Hispanics and Asians have been increasing their shares of the population, while proportions of whites and blacks have decreased. Analysis shows that the four large ethnic categories contain great linguistic diversity, and 29 native languages are represented in the College student body. English is spoken as the main language in only 60% of student households. It is not surprising, therefore, that over half of approximately 8,000 entering students tested in 1986-87 selected the ESL form of the College Placement Examination. Understanding this phenomenon continues to be crucial to the development of instructional programs and services.

The increase in college-wide enrollment from Fall 1985 to Fall 1986 was evenly distributed across the curriculum. Efforts continued to promote the academic success of students, raise academic standards and support individual incentives to achieve educational goals. Student goals show a slight trend toward transfer and away from vocational programs. Retention in remedial English and all of speech increased, while decreasing slightly in higher-level transferable English.

English, business, mathematics and music programs which serve both transfer and occupational curricula, continued strong. Among health occupation programs, Dental

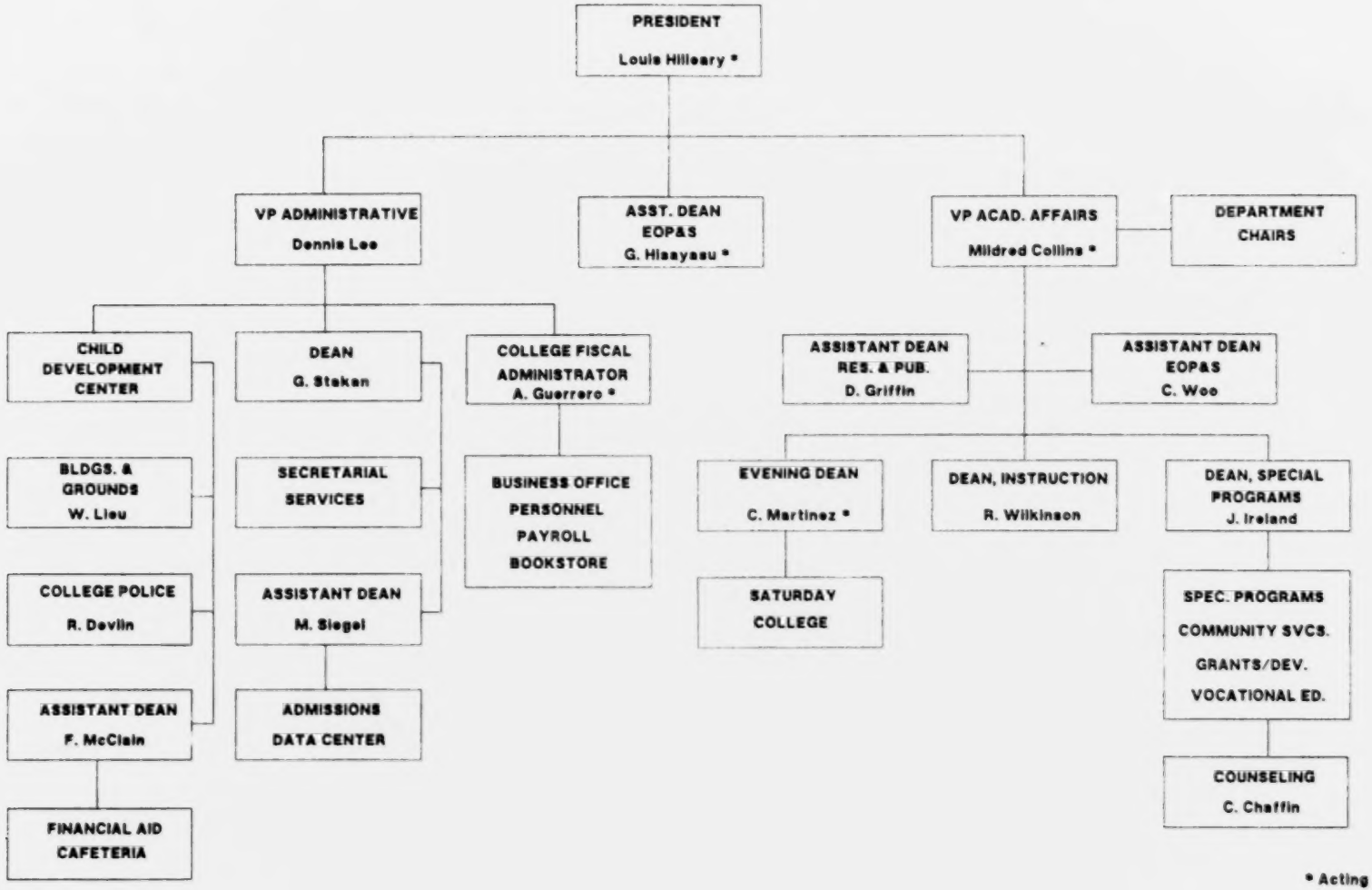
Assisting, Nuclear Medicine Technology, Nursing, Occupational Therapy, and Optics were phased out by District directives. The remaining programs are strong; all graduates in Radiologic Technology, for instance, found employment in the field.

The new Center for the Performing and Visual Arts presented two recruitment and artistic programs. Its disciplines experienced increases in enrollment. Students continued to achieve very noteworthy successes in cinema, television, art, and theatre. The Theatre Academy presentation of *Holy Ghost* was chosen as one of six regional finalists in the American College Theatre Festival.

All instructional and support services continue to feel the adverse effect of reduction in personnel and resources. Several instructional departments which depend heavily on hourly instructors experienced declines in WSCH when cuts in the hourly budget led to cancellation of classes, some of which were five-unit offerings. Further, severe reductions in staffing levels continue to have a drastic impact on productivity levels in the Admissions Office. Reductions in maintenance and staff have resulted in long delays for other than emergency requests, and reductions in custodial staff would have resulted in an unacceptable level of cleanliness throught the campus had it not been for a court referral program and volunteers. The loss of key clerical support in administrative offices has meant long delays in meeting some deadlines in a year when budget uncertainties imposed short lead time for such activities as class schedule preparation and personnel processing.

In spite of many new and ongoing problems, college staff continued to respond to changing conditions in creative ways, striving for greater efficiency and effectiveness within the limits of fiscal and personnel resources.

LOS ANGELES CITY COLLEGE
ORGANIZATION CHART 1986-87



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EAST LOS ANGELES COLLEGE

THE COLLEGE

Community Served by the College

The service area of East Los Angeles College (ELAC) includes all or part of 16 cities: Alhambra, Bell, Bell Gardens, Commerce, Cudahy, East Los Angeles, Huntington Park, Los Angeles, Maywood, Montebello, Monterey Park, Rosemead, San Gabriel, South Gate, Vernon, and Walnut Park. This year, the surrounding community showed evidence of demographic stabilization in contrast with the rapid ethnic transition which has occurred over the past several years. Monterey Park and the other communities to the north have become a major and well established Asian-American population center, especially for persons of Chinese origin. The large Hispanic population center to the east, south, and west continues to have a significant influence on the shape and direction of college programs and priorities.

The campus is conveniently accessible from the Pomona, Long Beach, Santa Ana, and San Bernardino freeways, and can also be reached by a network of public transportation lines, including the free Monterey Park trolley service. The College is therefore within easy reach of its 12,500 credit students and the hundreds of people of all ages who participate in Community Services programs.

Characteristics of the College's service area population includee a large average family size, a high number of persons under 25 years of age, a high proportion of families speaking a language other than English at home, low household income (more than 60% of families earned less than $20,000 in 1980) and a large number of adults with less than twelve years of schooling. Fall 1985 enrollment data reflects a College student body which is 20% Asian, 4%, black, 63% Hispanic, 10% white, and 3% other or undeclared ethnic category.

Mission and Functions

The mission of East Los Angeles College is to provide a comprehensive postsecondary educational program and a student support system relevant to the needs of a heterogenous population and to encourage individual students to reach their highest potential.

Functions include curricula for lower division transfer, general and vocational education leading to the associate degree, adult basic skills, continuing education, guidance, and community services.

College Goals

In order to implement its missions and functions, the College will:

1. provide an effective university transfer program;
2. provide an effective vocational education program;
3. explore and provide innovative ways of enhancing the instructional programs;
4. provide effective student services;
5. maintain the intellectual and physical environment of the College in ways that will enhance the achievement of students, faculty, and staff;
6. offer continuous programs of professional growth and development for College faculty and staff;
7. provide educational, cultural, and recreational programs which serve community needs;
8. provide an effective continuing education program, and;
9. develop management and decisionmaking systems which are goal oriented and which provide for participation by the campus community.

In its recent exit report, the Accreditation Visiting Team from the Western Association of Schools and Colleges indicated a need for the College to develop more specific measurable goals which could be evaluated and changed from year to year.

College Organization

The only change in administration during 1986-87 was the transfer from City College of Ed Mitchell, who came to ELAC as an assistant dean to assume responsibility for Financial Aids and to serve as the College's Athletic Director. This change was made at the same time that the District Central Financial Aid Unit, which was located in Building F5 at ELAC, was reorganized to return more responsibilities to the colleges. The subsequent downsizing of the Unit freed most of the first floor of the building for college use.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Transfer

The College has the goal of increasing the number of students moving to four year institutions. The catalog now includes a "transfer major" for students wishing to transfer in a discipline (such as sociology) where there are too few offerings to constitute even an eighteen-unit major.

Information on the performance of transfer students is available from the four-year institutions. It is the charge of the Transfer Center to obtain and distribute this information to the departments and to incorporate it into the curriculum review. The College recently developed a procedure to report the performance of students back to their high schools.

Honors Program students at ELAC join those at ten other community colleges selected to be in "alliance" with the University of California at Los Angeles (UCLA). The program offers participants priority for transferring at the junior level to UCLA. An enrollment of thirty-five students in the Fall 1986 semester marked the beginning of the Transfer Alliance Program at ELAC.

EAST

The Project for Adult College Education (PACE) offers the first two years of a baccalaureate degree with specific emphasis upon serving full-time employed students. The program covers six semesters, each with a minimum full-time load of twelve units. The classes are taught in the evening and on Saturdays to coincide with the hours of a working population. Students who complete the program are able to transfer with junior standing at a California State University (CSU) institution or to California Lutheran University, Redlands, or Pepperdine. The program began at ELAC with more than two hundred participants during the fall 1986 semester.

Basic transfer disciplines like English and mathematics increased their enrollment at a higher rate than the College as a whole this year. They increased 17% and 14%, respectively, in Fall 1986. Spanish enjoyed a remarkable 31% enrollment surge. Thanks to PACE, the social sciences grew the most of any major transfer discipline group; history was up 25%, sociology 40%. PACE also bolstered English enrollment and caused a revival of humanities courses. In the arts, photography and music increased substantially (20% and 17%) while art and theater declined. Psychology was the only major general education/transfer discipline to suffer a serious decline; its weekly student contact hours (WSCH) were down by 17% in the fall.

This was an active year for the Art Department despite the curtailment of staff and class offerings. The Department held its annual ELAC Student Art Show with awards amounting to $320 donated by the Art faculty. Two ceramic sales and a ceramic workshop were held. Once again, departmental staff co-sponsored the College Arts Festival, collaborating with several departments. Next year the Department plans to offer evening classes in painting and printmaking; the latter class will support the graphics programs. Updated equipment will be sought, and instructional space will be reallocated.

Theatre Arts developed a liaison and cooperative program wherein three local high school theatre teachers allowed their students to take classes at ELAC to study stage technologies. Upon request college staff also helped the high school teachers with the technical aspects of their high school productions. The Department continued to suffer from staff reductions and cutbacks in class offerings. The staff is currently working to increase student participation and community involvement.

The women's physical education (WPE) schedule was revamped to provide as many classes at night as during the day. There are no hourly instructors, and all WPE faculty have been teaching at least one night a week on their day load for more the past two years. Some of the teachers teach two to four nights a week and on Saturdays.

As was the case throughout the District, staff reductions and transfers occupied a great deal of time and created damage to morale and effectiveness in the Physical Education Department. Three PE faculty were transferred to other colleges, and two others received layoff notices, including the department chair. Although the layoffs did not take place, the experience was unsettling for those involved.

It is essential that the Department have a night facilities attendant. The day employee in this category has worked nights and Saturdays in addition to her day load for two weeks in the beginning of each semester to help issue lockers to students. This should only be seen as a temporary measure, as it is an imposition on a willing employee and a hardship for both students and staff.

Vocational

East Los Angeles College has over thirty active occupational programs which fall into seven major categories: Architecture, Business Occupations (including Office Administration), Communications, Family and Consumer Studies, Health Services Occupations, Industrial Occupations, and Public Service Occupations. Some of the occupational programs listed in the catalog are either non-existent or inactive; these include Banking and Finance, Escrow, Graphic Communication Arts, Electrocardiographic Technician, Community Counselor, Mental Health Worker, and Social Service Technician.

Many traditionally strong vocational areas suffered declines in WSCH this year. All business disciplines declined except real estate, which has been enjoying a districtwide revival of interest; it rose 80%. Office administration continued its five-year downward trend, and was off 12% this fall. Electronics dropped 20% in WSCH, engineering disciplines declined 22%, and administration of justice was off 11%. Nursing declined slightly by 5%. Child development, with a 21% increase, did well, as did architecture, which was up by 13%, and business data processing, up 11%.

Continuing budget constraints threatened to bring development of new vocational programs to a near halt. Facilities and equipment for current programs are sorely in need of major renovation and improvement, especially in technology-based areas such as Computer-Aided Design and Drafting.

Enrollment has increased in all child development courses, and student interest and enrollment have been maintained in family and consumer studies. The Child Development and Family and Consumer Studies Department updated course outlines

and instituted seven new courses, revised its public information flyers, continued to sponsor the bilingual Spanish-English Foster Parent Program, extended its outreach child development courses to five agencies, established a Child Development Certificate Program for Saturday classes, and gave an annual scholarship luncheon for department majors.

Deterioration of facilities and equipment continued to hamper instruction in child development. Heating and ventilation in classrooms did not function properly, and tables, chairs and blackboards needed to be replaced. There was a lack of space for child development lab courses. Other fiscally-related problems occurred, such as late payments to Foster Parent Grant employees, and limitations in hourly classes and staffing. The Department could offer some classes only once during the year, and had to postpone others until next year, even though enrollment in the courses has been high.

Steadily declining enrollment in engineering disciplines caused them to be placed on Program Alert status during the spring semester. But the Lockheed Corporation continued its support of engineering at ELAC through the Scholars' Program, and the Department obtained cash donations from the Northrop Corporation to help equip and support the Computer-Assisted Design (CAD) lab for the training of new engineers. The combined engineering and architecture lab had acquired a minimum complement of CAD workstations by the end of the 1986-87 academic year. Now on order are a number of computers sufficient to double the existing enrollment. These improved facilities should help attract more students and restore program vitality.

This was an eventful year for the Nursing Program, with many challenges and accomplishments. The Department chair helped to coordinate the districtwide consolidation of Nursing during the summer of 1986. Other instructors collaborated in the orientation of new and transferred nursing faculty. A faculty retreat was held in September, with the support of the District Office of Staff Development. The Program's accreditation was renewed by the State Board of Registered Nursing. Students who had worked as licensed vocational nurses (LVNs) were given advanced placement based on their prior training and experience; this policy implements the career ladder concept. Computers were made available for the Nursing Learning Lab, which was open five days a week, thanks to volunteer help; staffing of the lab by a full-time instructional assistant remains a high priority goal. Eighty percent of nursing graduates passed the State Board exam in mid-year. Scholarship funds were obtained from corporations, health maintenance organizations, interested individuals, faculty and alumni.

The American Medical Association granted full accreditation to the Non-traditional Respiratory Therapy (RT) Program option. This is one of only nine such programs in the country; it permits working but non-credentialed respiratory therapy technicians to complete their formal training for State licensure while maintaining full-time jobs.

Developmental

Developmental courses may be defined to include developmental communications, psychology reading courses, English as a second language (ESL) in speech and English, the speech lab or "clinic", other English courses below college level, and arithmetic and algebra in mathematics. In Fall 1986 these offerings accounted for 18% of total college WSCH, up from 16% the year before. English, which is usually thought of as a transfer discipline, had 91% of its Fall 1986 WSCH in developmental courses. The developmental percentage in math was 42%. Both percentages had increased from 1985. WSCH in ESL increased 34% in the same period, and WSCH in developmental communications modules more than doubled. The only category of developmental courses that experienced a decline were the reading classes in psychology, which dropped by more than half in WSCH between Fall 1985 and 1986.

Speech offerings included both day and evening classses in spoken ESL, as well as the speech clinic. The different ethnic and educational backgrounds of students were barriers to instructional progress in some classes; an operational testing and placement program for speech must be developed to ensure effective classroom teaching.

Since its opening, the English Language Laboratory has played an increasing role in the E.S.L. and remedial English instructional programs. Instructors rely increasingly on the lab to supplement classroom instruction. Nearly 700 students visited the lab each month this year.

The review of course offerings by the College's Curriculum Committee may identify courses in other disciplines as developmental or transitional.

The importance of offerings in this area will certainly become more apparent when the review is concluded.

Non-credit programs

The College's highly successful Transition Math Program for high school students continued to be conducted primarily in conjunction with Garfield High School. Supplemental instruction in mathematics was provided during the summer, and on Saturdays and weekday afternoons during the academic year. By the end of the fall semester 244 students were enrolled in the Program. English instruction will be added as a pilot program starting in Summer 1987. Students who attend two summer sessions and participate during the school year can proceed through five years of high school math instruction (including calculus) in three years.

The success of the Transition Math Program can be measured by successful completion by the students of the College Board's Advanced Placement (AP) Calculus examination. The College's program is rated seventh in the nation out of several thousand AP Calculus programs (mostly high school-based). Thirty-two percent of all Mexican Americans in the United States who have passed the BC portion (highest of two levels) of the AP Calculus exam have been participants in the Transitional Math Program.

Funding for the Program prior to 1986-87 was from federal grants (HCOP) and from ARCO Foundation and other private funding sources. Beginning in Summer 1986, the College funded the Program primarily from non-credit state apportionment monies (199 units of ADA during the fiscal year). With extensive cooperation from the District Office, ELAC has developed a funding mechanism whereby the entire annual appropriation for non-credit classes is provided at the beginning of the fiscal year in response to a budgetary request. This is in contrast with funding in many increments, unpredictable in amount or date.

Visibility of the program is about to expand with the upcoming publication of a book by Jay Matthews of the *Washington Post*, a documentary for public television, and a theatrical feature film covering the early years of the Program and starring Edward Olmos in the role of program founder Jaime Escalante. Mr. Olmos attributes the success of his own career to his years in the Vincent Price Gallery at East Los Angeles College.

Faculty Achievements

Many faculty members have sought to motivate and challenge students by participating in activities that extend beyond the classroom and beyond their respective workloads.

These included study drop-in sessions where instructors make themselves available to all students for help in study and test preparation; a mock Democratic Convention; publication of a club newspaper, *Panorama*, for Spanish speaking students; student club advisement; an interdisciplinary art festival; help in expanding the Foster Parent Program; co-sponsorship by the Nursing Department and the Heart Association of a Health Awareness Week; and publication of English and Engineering Departments' Newsletters.

ELAC instructors have always sought to highlight and underscore the College's potential. In the past few years, they have made their presence known at high school college days; performed a children's play at local elementary schools; provided guest speakers; co-sponsored conferences; promoted combined activities like art exhibits through the Vincent Price Gallery; and integrated high school students under the concurrent K-12 enrollment program.

Art instructor June Smith took part in the California Art Education Association "Art is the Core" Conference in Fresno. Don Chipperfield served as faculty sponsor of the Art Club and Tom Silliman continued his active involvement in the Vincent Price Gallery . Tom also attended the Western Museums Conference on Design in September. He was appointed by the American Association of Museums, Washington DC, as an "accreditor" to survey the major university and college art museums in Southern California. June Smith, Don Chipperfield, and Carson Scott attended a computer graphics workshop at the Museum of Science and Industry, and another hands-on computer workshop at Fullerton College.

Engineering instructor Dean Athans was recipient of the ELAC Innovator of the Year Award for his role in publishing the newsletter, developing the 2 + 2 Program, a joint high school/community college curriculum, and developing the CAD Lab.

George Wistreich, Director of Allied Health Programs, received the Outstanding Educator Award and was elected a fellow of the American Academy for Microbiology. The second edition of his textbook, *Anatomy and Physiology Lab Manual*, was published this year by Harper and Row. Dr. Wistreich was selected to serve on the District Curriculum Laboratory, and chaired the Committee on Pre-college Education of the American Society for Microbiology.

Michael Carr, Director of the Respiratory Therapy Program, was appointed consultant to both the Statewide Respiratory Therapy Curriculum Project and Consolidated Health Services, and was chosen as a faculty member for the California Society for Respiratory Care, to review courses and conduct a ventilator workshop.

Paul Powers, Director of Clinical Education in Respiratory Therapy, was awarded life Memberships in both the California Society for Respiratory Care and the American Association for Respiratory Care, for outstanding service to the respiratory care profession.

Michael Thompson, a Respiratory Therapy associate professor, was elected president of the California Society for Respiratory Care, and will chair its finance committee. Thompson was appointed by the State Chancellor's Office to the Statewide Respiratory Therapy Curriculum Task Force, served as consultant to the Respiratory Care Examining Committee for Task Analysis, and published an article, " Respiratory Therapy Education Can Be Elementary" in the *Pneumogram and AART Times*.

Part-time instructor Anne Fascio was reelected vice president of the Los Angeles Chapter of the California Society for Respiratory Care, and was appointed both assistant treasurer and Membership Committee co-chair of the Society as a whole, in recognition of her outstanding service to the respiratory care profession.

Library and Learning Assistance Center (LRC)

This year the library maintained its collection at over 120,000 volumes and 650 periodical subscriptions. There are, at present, empty shelves ready to receive in excess of 3,000 volumes. Larger budgetary allocations this year allowed a significant increase in the reference collection.

Some 80 classes visited the library for orientation tours. An average of over a hundred books were checked out each day, and circulation of pamphlets, magazines, texts and special references averaged 85 per hour. Between 20 and 30 films, videocassettes, slides and related hardware were circulated daily by the audio-visual(AV) section.

Since the non-replacement of the AV technician in 1980, maintenance and repair of audio-visual equipment has become the responsibility of Plant Facilities. The time and available expertise available for AV maintenance and repair is therefore limited.

The nine libraries in the District have undertaken several research studies to determine economical methods for all policies and procedures affecting library resources and their accessibility. The studies have included staff requirements, both professional and technical, and clerical needs. A study is underway regarding possible computer systems for the library.

A thorough review of circulation policy, now under way, includes procedures for collection of fines and payment for lost materials, the Library's relationship with the Admissions Office and the Fiscal Office, and the timing and manner of holding a "no fines imposed" period each semester. New shelving procedures allow greater accessibility to all print materials, particularly those in the reference and special collections. The librarians are also studying new methods of student orientation.

Ideally, diagnostic and prescriptive testing services should be available in the Learning Assistance Center, the Psychology Reading Lab, and the English Lab to help the student find the learning modules necessary to overcome reading problems and learning skill deficiencies. But current resources are insufficient for adequate diagnostic and prescriptive testing. In the past the English Department provided limited diagnostic testing to help faculty to advise students of their areas of weakness and help them succeed in their course work. Budget constraints have made it impossible to maintain this service.

In the summer of 1985 the Learning Assistance Center was reconstituted, eight years after the former one had burned down. A Consulting Instructor was appointed as credentialed director for the new Center, which was relocated in the former library building (F5). By Fall 1986, a peer tutoring system was in place to provide students with tutoring in introductory courses in mathematics and science. Students in reading, writing, and study skills areas were also tutored, but less extensively. The Center has been operating in an ADA-generating mode, using the course Supervised Learning Assistance 01. Students are directed to the Center by their instructors and counselors, and some drop-in students are served.

To date the Center has not been adequately funded. The average number of tutors has been 35. About half of them are categorically funded by the Perkins Vocational Education Act (VEA). Most of the balance of tutors are volunteers. A few work study students serve as tutors of ADA-generating tutees, and a faculty member or two have been assigned part-time to the Center to fill out their teaching loads. The support staff has been minimal; some work study and limited secretarial help has been available. No technician is available to activate state funded Apple computers for Computer assisted instruction (CAI), or to use existing PLATO equipment. Because of the lack of adequate secretarial support and insufficient budget to pay for tutors, hundreds of applications for tutorial help are on hold, particularly in the area of mathematics. Neither use of ASSET referrals to basic skills nor longitudinal studies of retention can begin until the budget problem is solved.

Student Services

Admissions and Records

Coordination and cooperation improved between Counseling and Admissions. Assessment dates and appointment notices were prepared by Counseling and distributed by Admissions to all new students; one counselor was assigned to Admissions to review graduation-ineligible petitions, and to interpret general education requirements. Toward the end of the year a newly revitalized testing program and orientation for new students was coordinated by both departments.

Registration was carefully monitored and evaluated each semester during 1986-87. A new location on the first floor of the "old library" provided the space needed to centrally house maximum service to students. Counseling, Extended Opportunity Programs and Services (EOP&S), Financial Aid, Fiscal Operations, and Admissions were all housed in the same general area. Registration planning sessions were held one semester in advance, with representation from each office invited to attend. Admissions staff developed a registration task chart which lists assignments to be completed, deadlines, and individuals responsible for the various aspects of registration within the office.

A "special population" component was created for registration in order to ensure timely processing of Off-Campus, Civic Center, Child Development, On-Site, Conservation Corps, High School, and LA County School of Nursing applications and enrollment. Recognition of special student enrollments has become increasingly difficult as these groups compete for attention with the regular registration process.

One of the most pressing needs is for full implementation of "on-line" checking of prerequisites,sitessitessitessites certification of general education requirements, and eligibility for graduation. It is expected that the newly installed transcript system will make it possible for the College to make the step into on-line certification. This process is currently done manually by a staff of credit clerks.

When on-line registration began at ELAC two years ago, student history records began to be available for machine checking. This past year excessive course repetition was almost eliminated by on-line registration wherein the computer system indicates excessive course repetition. Students who challenge courses, or for any other reason attend beyond the approved number of times, are caught during a post-registration

computer audit of repeats, and given exclusion notices in time to register in an alternative course.

Counseling and Services to Special Clienteles

The principal task of counselors is to help the student in planning a succesful program of college studies. Personal counseling and career exploration are other services provided, utilizing the Eureka Computerized Information System. The College has placed a new emphasis on transfer through the new state-funded Transfer Center, which coordinates its service with the Counseling Department to provide early access to current university admissions information.

The Counseling Department is fully involved in high school visitations and has implemented East Los Angeles College Preview Day at the main thirteen feeder high schools. This activity has represented the College at high schools via the College Fairs.

Newly entering full-time students are tested with American College Testing ACCESS instruments, to help them select appropriate English courses. The program is coordinated by the District-based Project ACCESS. An assessment session begins with proctors taking a writing sample from each student; the samples are scored holistically. Next, the students are given standardized reading and comprehensive tests and are asked to complete the Project ACCESS Educational Planning Summary. While the testing instruments are being scored, counselors give an orientation and answer students' questions before distributing the individualized advisement reports.

This year the College had planned to begin implementation of the new Project ACCESS in the spring semester, using new scanning and laser printer equipment linked to an IBM AT computer. But by that time, the English, Mathematics, and Psychology Departments had determined that the simple cut-off method used in this system was inadequate to provide accurate course placements. As a result, the implementation of Project ACCESS was delayed and a decision was made to use a system adaption devised by Pierce College instructor Bill Duxler. As of this writing it appears that the modified system is working successfully. For the first time it is possible for the English, Mathematics and Psychology departments to collaborate fully with Counseling, Admissions, the Learning Assistance Center, the Advancement Studies Institute (ASI), and the Office of Academic Affairs.

Currently the assessment system is used for new students only, but in the future it will be required of all students enrolled for six units or more, and those planning to enroll

in any transferrable mathematics or English course. This new capability enables the preparation of individualized student profiles and prescriptive reports along with many related features such as personal letters and mailing lists.

The Extended Opportunity Program and Services (EOP&S) Office provides special services for low-income students to assist them in achieving academic and personal goals. Students with financial need, academic difficulties and/or limited English skills receive special help. Financial assistance, tutoring and counseling are offered to these eligible students. This year EOP&S counselors administered the Project ACCESS assessments to their clientele, and provided orientation on financial aid, EOP&S services, and college life in general at all feeder high schools not covered by the counseling staff.

The Upward Bound Program is a federally-funded College preparatory program for disadvantaged high school students. The purpose of the program is to motivate and help students prepare for, apply to, and enroll in higher education programs of their choice. The ELAC Program has placed 98% of its participants in colleges and universities of their choice over the past 12 years. Eighty-five percent of them are continuing their college education or have graduated from college. The project is authorized to handle 100 students at a time; currently 105 are on the roster. The Program is currently funded through May 31, 1989. Plans call for an expansion of the target area to include Bell High School, while continuing to serve students from Garfield, Lincoln and Roosevelt High Schools.

Despite a decrease in state funding and the loss of two classified employees since 1983-84, Disabled Students Programs and Services (DSP&S) has managed to continue offering an outstanding program. Enrollment increased again this year to 275 active students. Funding from TRIO, a U.S. Department of Education program for disadvantaged students, and from the Perkins VEA, helped make it possible to provide full service to all handicapped students.

The newly instituted Learning Disabled Program has demonstrated a great need for full-time service to learning disabled students. The U.S. Department of Education has named this population the largest and fastest growing disability group in the United States, and conditions at ELAC have validated the Department's conclusions. At present, instruction is offered only seven hours per week in the evenings, and dozens of students have been turned away.

Thirty-two disabled students graduated during the 1986-87 school year. Over $900 in scholarships was raised to help several of the deserving graduates. A breakfast was provided for all of the graduates and their families.

The "Yellow Banana", an electric cart, was the star of the physical mobility program, providing approximately 100 rides per day between 7:30 am and 10:00 pm. Access to all bungalows is next year's main goal for this component of DSP&S.

Program Director Joe Najar was appointed Director of the State Chancellor's Office Program Evaluation Project. The first activity for the Project was to evaluate the Disabled Student Program at Compton College.

Financial Aid

The major task of the Financial Aid Office is to administer the operations of a Financial Aid program and to make funds available to needy students in an equitable manner. There are nine special programs with separate compliance regulations and laws designed to direct educational support funds to those who show the most need. This year the Office reviewed financial Aid applications from approximately 3,000 students, determining their eligibility for financial aid according to federal regulations. This responsibility also included the processing of all eligible applicants, awarding the grants, and accounting for all expenditures. The Financial Aid Office disbursed approximately $2,250,000 to 2,100 students during the year. At present there is a staff of nine full-time regular employees.

The Office has maintained 100% utilization of all campus-based funds (College Work Study, Supplemental Educational Opportunity Grant, National Direct Student Loan) over the last two years. A 15% percent increase in the Pell Grant utilization was achieved in 1986-87. This year the office took over administration of the College's scholarship programs in an attempt to consolidate activities and better account for all monetary assistance awarded to students.

A partial decentralization of the Central Financial Aid Unit occured in Fall 1986, and led to the assignment of some Unit staff to the ELAC Financial Aid Office. This move improved service to students. Fall 1986 allocations were timely and recording procedures presented no problems.

Special Services

The Child Development Center provides care for children ages 2 1/2 to 12 years, whose parents are enrolled in classes at East Los Angeles College and who meet specific

requirements. The Center is also an instructional lab site for observers and students from East Los Angeles College and other local campuses. A nominal fee is charged student parents, based on family income and financial need. Parents may enroll their children in a morning, afternoon, evening or all-day session.

This year Child Development Center activities included the March and Aztlan Run fundraisers, the Book Club, a volunteer Work Day to refurbish the Center, and cardio-pulmonary resuscitation (CPR) classes for the Parent/Teacher Club.

Transfer Centers are expected to play an important role in the area of assessment, placement, and follow-up. East Los Angeles College was one of the first group of seventeen community colleges granted funding to establish a Transfer Center. The ELAC Transfer Center is now firmly established. Close to 3,000 student contacts were recorded in 1986-87. Although at this writing statistics for the school year are still coming in from the universities, there already appears a marked increase in applicants to the UC system and USC.

Twelve former ELAC students now attending universities returned to meet with current students, and 36 workshops were given on topics including general transfer information, financial aid at the four-year schools, and application procedures. Eight university campus tours were conducted by the Center. Students involved with the Center established a Transfer Club to act as a support group.

Student Activities

By the spring semester membership in the Associated Students Organization (ASO) dropped to an all-time low of 289 members. Throughout the previous year the student activities advisor position went unfilled, and there were few activities that could maintain the continuity of programs. Also, the construction of an elevator in the G1 building blocked off a large portion of the Student Center, making it difficult to meet and carry on student activities there.

The new student government installed in the spring attempted to revive enthusiasm with an expanded program of dances, films and other activities. Cinco de Mayo was the biggest celebration of the year. Homecoming was held in this year in conjunction with a basketball game; a king and queen were crowned. Individual clubs managed to carry out lively functions, the most important being a state-wide conference of the Movmiento Estudiantil Chicano de Aztlan (MECHA), held in the month of May.

The President of the 1985-86 ASO served ELAC students in the position of comptroller while representing the District student body as the Student Trustee, and community college students state-wide as a Governor's student appointee to the California Student Aid Commission.

As an ancillary duty the clerk for the Office of Student Activities accepted mail and telephone job announcements and placed job available notices on boards for student review at the Student Center. This service was not considered adequate but it was the best that could be done. The clerk assisted the Dean of Student Services in the provision of information to students and as the clerical liaison with Associated Student Organization board members and clubs, and as the clerk for the PACE Program office, which was housed in the areas made available by the vacancy in the student activities advisor position.

Community Services

The Community Services Office is responsible for ADA-generating non-credit classes as well as the self-supporting non-credit classes and civic center permit events. The ADA classes are described in the instructional programs section of this report.

This year the College offered a relatively limited community services program. The new "Cash Controls System," developed especially for Community Services, provided a checks-and-balances method of monitoring office monies and staff. More effective marketing strategies were realized through the use of local Falcon Cable TV and Channel 34 (Spanish TV) coverage. The Program continued to operate in the black, with a small but dedicated staff, in spite of inevitable minor difficulties caused by a mid-year turnover in management personnel and the loss of a clerk-typist position.

Classes

In order to provide for the needs of the community, the fee-based Community Services classes have been continually revised to meet needs of ethnic groups living in the college service area. This has created a higher demand for classes that integrate American cultural and language skills that help families enter an American educational mode. These classes include not only language skill development such as ESL, but also art, dance and other classes which help in learning language and subject matter concurrently.

EAST

Attendance in the recreation program continues to rise. The Traffic Violator School has also grown. Courses taught in Spanish include photography, video, cinema, and typing. Classes for high-achieving elementary school students are designed to serve students from an elementary school across the street from the College.

In a program worked out cooperatively with the Women's Physical Education Department, the Southern California Badminton Association has sponsored a badminton teaching program for surrounding junior high and high school students. The funding was obtained from the Olympic Foundation and sponsored five centers in the greater LA area. The ELAC center has had the highest participation of the five centers.

Weaknesses in Community Services became evident through a recent survey taken of class participants. Major problems were the lack of student parking on campus, last-minute changing of classrooms with resulting confusion and missed classes, unclean rooms, the lack of proper lighting on campus at night, and bushes and hedges offering cover to muggers around darkened parking lots. There was conflict between Community Services and department chairs over possible duplication of course content and competition for rooms.

Community Services will continue meeting with schools, clubs and social organizations to attract persons new to the community, and determine the need for classes not provided through the regular school system. Keeping new students requires sensitive instructors who understand their special cultural and language needs.

Program administrators will contact appropriate department chairpersons to avoid room conflicts and duplication of instructional offerings, and to ensure that the community service program is an effective auxiliary to the credit program. To help solve parking problems, the supervisor of Community Services is serving on the newly-formed Parking Committee. Community Service teachers are now reminded regularly that they must erase blackboards, empty trash cans, and keep rooms in order.

Planning, Research and Development

Long-Range Planning

The College now recognizes the need to develop an educational strategic plan which may be continually reviewed and updated to respond to the rapid social and demographic changes in its service area. The planning process will begin next year, and the Office of Academic Affairs will be responsible for its coordination. Representatives of the Faculty Senate Council, the faculty at large, the Department Chairs Council, and other bodies will participate in the planning, and the College community will use the plan to guide its instructional efforts. New procedures for overseeing all college instructional programs should be developed in the course of planning. The budget process will be included, to ensure that allocations for human, financial and physical resources are consistent with the College's evaluation and planning results. In this way, instructional needs will determine the level of program support.

Accreditation.

The entire College community was involved in the preparation of the institutional accreditation self-study, begun during the previous year. Faculty staff, students and administrators worked in the several portions of the self-study, which was reviewed by volunteer faculty and finally edited by a faculty member on special assignment. The manner in which so many on campus collaborated with each other and with the Accreditation Visitation Team indicated a sense of pride in the College.

Community Relations and Marketing

Public Information and Student Recruitment

The District Office of Communications Services provided the College with the services of a part-time public information officer, who saw that instructional programs and special activities were publicized in local media. There was some exposure on Spanish laguage

television, especially for community services programs, but this media needs to be more fully utilized.

The Counseling Department spearheaded high-school recruiting efforts with weekly visits to feeder schools and the implementation of "East Los Angeles College Preview Day" at the 13 most important feeder schools. Counselors also manned booths at high school "college fairs" wherever they are offered.

The greatest unmet challenge in the area of publicity and recruitment lies in reaching the working adult/immigrant population that is growing so rapidly in the College's service area.

Relations with Schools and Colleges

There is no standard process for articulating college programs with high school programs. However, some departments maintain contacts with their high school counterparts to discuss each other's programs. Recently, the Architecture and Engineering departments reached an agreement with feeder high school drafting departments and instructors to articulate the high school drafting experience with the College's drafting program. This 2+2 program is coordinated by District and Los Angeles Unified District staff.

The College has created the position of "High School Relations Counselor". This counselor coordinates and facilitates college activities that draw high school student participation and encourage enrollment.

The College is optimistic about the expected success of a new high school-college articulation program which is expected to result in a significant increase in transfer students in the Theater Arts program. The program involves agreements with three neighboring high school drama teachers who send their "technical stage" students to the College to complete training in stage lighting and set construction. Many of the sixty participants will choose to begin their college education at ELAC.

The College will improve articulation by expanding coordination with feeder high schools. Ongoing efforts will continue. These include support of the CSU Los Angeles articulation in connection with the Transfer Center, articulation concerns of the Curriculum Committee, efforts of individual departments, districtwide discipline committees, District Senate committees, and administrative committees related to articulation. Articulation with high schools will be improved with the development of

2 + 2, high school enrichment, advanced placement, and concurrent enrollment programs and classes.

Contacts with Business and Industry

Northrop Corporation, realizing the importance of "high tech" careers, and specifically Computer Aided Design, has made several large cash donations over the past year to help equip and support ELAC's Engineering/Architecture CAD lab to aid in training new engineers.

Linkages and partnerships have also been developed with Lockheed and TRW. In addition to sponsoring the Scholars Program in the Engineering Department, Lockheed granted financial assistance for female amd minority students entering the field. TRW provided a training site for electronics students, whom the company invited to apply for full-time employment after graduation.

In conjunction with the District Institute of International Education Programs, ELAC Academic Vice President Dr. Raul Cardoza, along with two other District college administrators, met with Mexican educators at a technical institute outside Mexico City to assist their government in the development of entry-level technical education in agriculture, fishing, management, health, and industry. It is hoped that the visit will result in an ongoing program of faculty exchange and development, especially in technical areas.

Administrative Services

Facilities

There were no major alterations or improvements in campus facilities this year. As in recent years past, funding shortages put many necessary improvements out of reach. There were some minor accomplishments. A new kiln was installed in the Art Building, the planetarium was converted into a classroom, and a security fence and alarm system were installed in Building F5.

The new elevator in the Student Center Building is expected to be in operation by the end of Summer 1987, barring unforseen obstacles. The elevator will allow access to the Student Store, Student Activities, and Food Services with entrances at each of three levels. An electric door is in operation at the Bookstore. Access to most of the bungalows is still a problem. Ramps must be built to each and every bungalow allowing all individuals equal access.

The construction of the long-awaited archery facility has finally been approved. It is expected that this facility will be used by both ELAC archery students and community service archery programs. The total cost of the construction and some of the repairs is being donated by the Easton Foundation.

The Bookstore has had to rearrange its internal merchandising area due to construction and installation of an elevator for the disabled, and has managed to work around the inconvenient closing of the art-engineering section. A remodeling project involving about a third of the retail space is planned to coincide with the installation of the elevator.

To ensure equitable book and supply pricing, the Bookstore will review pricing trends of off-campus stores and work with District staff in the determination of mark-ups.

While Food Services is meeting student needs as well as possible, there is only limited service for those on campus in the afternoon, evening, and on weekends. Only the Huskie Junction is open until 9:30 pm, Monday through Thursday, with no services available late Friday and only limited services available on Saturday. An attempt will be made to open the cafeteria in the afternoons and evenings to better serve students attending during these hours.

The preparation of the annual Capital Construction Plan and the Facilities Inventory lacks broad, representative participation by faculty and staff. Since there has been little growth in funding and enrollment, interest in planning improvement and expansion of facilities has fallen off. But in the course of preparing this year's report, close cooperation developed between the Office of Instruction and the Buildings and Grounds Administrator, areas of concern to both offices may receive more attention in the near future.

Plant Operation and Maintenance

Approximately 4,500 requests for repairs were processed by the plant facilities crews during 1986-87. Some were minor and others were quite involved; a water main

rupture cost $8,000 to repair. Major projects, especially in the area of hazard abatement, are frequently contracted out. One such project, for asphalt patching, cost nearly $15,000. The Swim Stadium continues to require an inordinate amount of maintenance. Several large repairs amounted to over $16,000, and replacement of the entire sound system was planned.

Energy conservation measures such as lighting replacements and installation of timers are high priority goals for the near future. A state grant will fund a co-generation project for the Swim Stadium, and the project currently awaits approval from the Office of the State Architect.

A staffing shortage caused by unfilled vacancies remains a significant handicap for the maintenance unit. Soon the College must replace two trucks, a milling machine, vacuums, and a mower. Employee effectiveness and morale is adversely effected by having to use such worn-out equipment.

A computer has been secured and many of the functions of the unit, including inventory control and energy conservation, will be made easier and more efficient once the machine is in full operation.

Much work was done to improve environmental quality on campus, particularly with asbestos and PCB removal. During 1986-87 over $200,000 was spent on the removal of asbestos, and $100,000 has been requested for 1987-88. Additionally, more than $39,000 was expended to remove PCB transformers. Other safety improvements include the current replacement of the fire pump in the auditorium at a cost of $23,000. Nearly 100 new fire extinguishers were installed. Replacement of the campus fire alarm system is 90% complete, and includes installation of new bells and pull stations, and relocation of the annunciator panel to the campus police office.

The deterioration of the campus continues and severe maintenance problems are compounded from year to year. The plant facilities staff has been reduced by 40% in the past three years, and the custodial staff by 30%. The entire maintenance and operations staff have done an exceptional job in spite of the need to prioritize tasks and leave some of the less critical ones undone. There are now only five gardeners and two carpenters, and the paint shop, carpentry and general trades, and plumbing and air conditioning units have lost their individual supervisors.

Fiscal Operations/Business Office

Payroll reporting went into the on-line system during the year. As of April 3, 1987 the Office was able to fill vacant positions. The increases in student enrollment in Fall 1986 and Spring 1987 were promptly processed. Cash handling controls were tightened up in all areas. These controls will be strengthened next year.

Security and Safety

The ELAC Safety and Police Services Department was able to keep crime and incidents pretty much under control, despite severe understaffing. With proper staffing the department will be able to plan for crime prevention, safety programs, and information dissemination.

In April two police trainees joined the Department and two more are scheduled to be assigned at the beginning of August, 1987. The salary level for both recruits and the officers may be too low to retain the best personnel for very long.

Dissemination of information remains a high priority, and the Department plans to increase communication with students, staff, and faculty about parking, safety services, and campus restrictions. This year signs for the Child Development Center,Staff lots, campus fire road entrances, and other campus locations were custom-made and posted to alert employees and students to parking, driving, and other regulations. An attractive and informative brochure regarding Safety and Police Services was also prepared.

New purchases included uniform lockers, police radio scanners, rain gear, and a closed circuit TV to monitor the front counter area. To increase campus safety an entry control system was purchased for the bungalow lot, a closed circuit TV camera was installed to monitor the west end of the campus, a used police patrol vehicle was obtained, and a two-channel communication recorder was used to transmit emergency radio and telephone requests for service.

Staff Relations

With few new hires at the College, there was little movement towards attainment of affirmative action goals. The handling of a complaint of sexual harrassment, the first

such case under current policies in the District, revealed a need to modify these policies to make them less cumbersome and easier to implement.

Staff Development

Workshops and seminars offered this year included the Administrator's Seminar series, which continued at the Assistance League; the AB-3839 Internship for Counselors and Faculty, given at TRW; The Classified Administrator's Workshop; the Computer Assistance Workshop; an ESL project; notary training and workshops on the W-4 tax form.

The AB 3839 Internship for Counselors and Faculty was particularly rewarding to the College. The counselor who underwent training at TRW subsequently persuaded the company to provide a 3-day workshop for students and staff devoted to career advancement. Both faculty members who benefited from the Internship have since developed a proposal for a much needed Career Guidance and Placement Center.

The Staff Development Committee, with both faculty and classified representatives,tivestivestivestivestives was reactivated in 1986-87. Its charge was to insure campus-wide representation,tiontiontiontiontion survey campus constituencies, and to define priorities. An immediate request was made to conduct a series of three workshops on computer literacy.

Staff Development activities in the Admissions Office were extensive, and focused on retraining in areas such as residency, grade postings, and transcripts. The automated transcript in particular required two training sessions, since enrollment in each workshop session was limited to allow intensive instruction in the complex procedure. Mr. Robert Zuniga of the Upward Bound office served as a consultant to Admissions for staff development.

SUMMARY

There is a pleasant irony in the fact that East Los Angeles College, which began its existence on the Garfield High School campus, now is host to students from that same school. The 200 Garfield students in the Transitional Math Program attend both high

school and college classes on the ELAC campus. Many of the students will continue their studies at ELAC. The program has gained nationwide attention for the success of its students, and represents one of the College's greatest achievements of recent years; the strengthening of ties with local high schools. As the Hispanic and Asian populations of the College's service area continue to increase, so will high school enrollment. This trend gives ELAC a great potential for enrollment growth, if only the College can attract and retain local high school graduates.

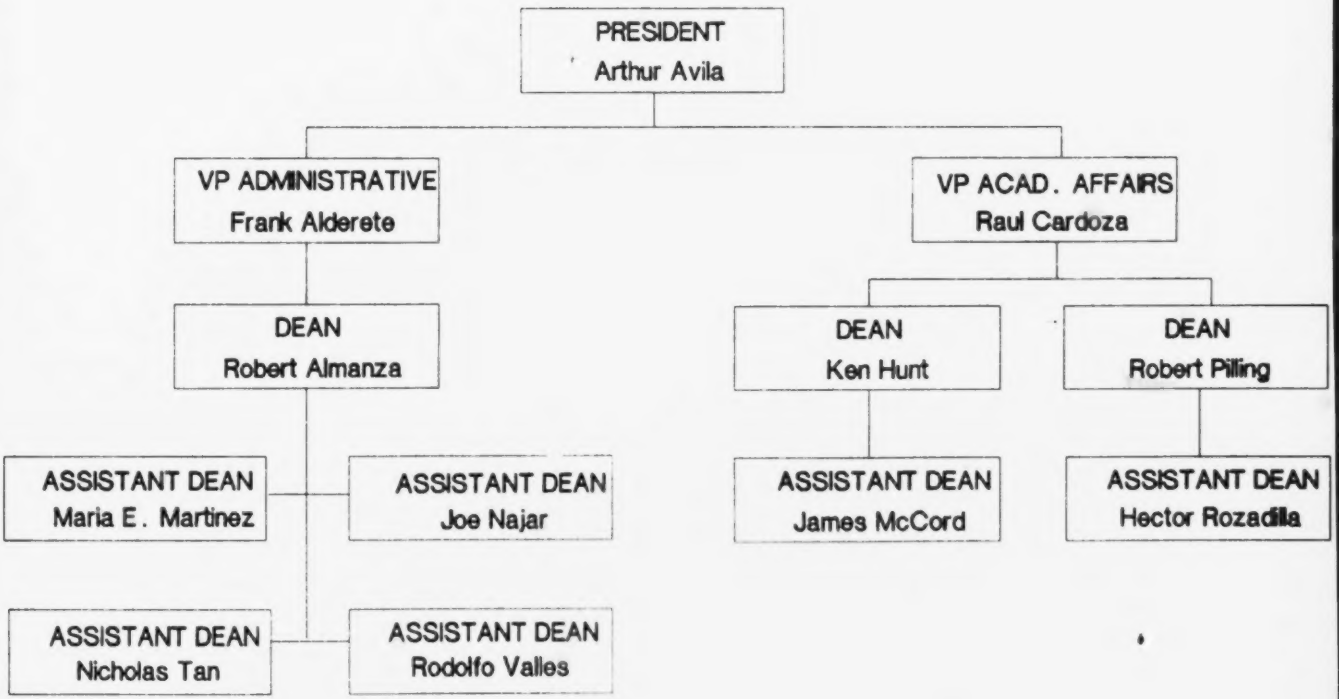
Transfer programs have been strengthened and showed strong enrollment growth this year. The PACE program opened the way to college education for working adults. But vocational programs have suffered from shortages in hardware, particularly in computer science and electronic areas. Students become discouraged when they cannot work hands-on with equipment, and instructors are stymied when they cannot update their programs with state-of-the-art materials. Much support has been gained from business and industry, but special funding cannot guarantee the vocational programs the resources they need to stay up-to-date year after year.

Student support services have been strengthened through innovations like the Transfer Center, Project ACCESS, the Eureka System, and the Advanced Studies Institute, among others. The new attention given to correct placement has spurred the growth of both credit and non-credit developmental programs, to prepare all students for success in college-level studies. Students have never had a better chance to achieve their college goals, if they are not thwarted by lack of physical resources.

The deficiencies at East Los Angeles College are more material than human. Run-down facilities and dated equipment, cutbacks in staff and the programs that depend on them, have discouraged and alienated many students. Along with the shortcomings in technical disciplines, the downsizing of physical education and athletics has weakened a source of community support and participation. Much maintenance and refurbishing of facilities have been delayed too long, but the reduced staff has worked hard to keep the campus clean and assure safety and accessibility to all.

Motivation and morale remains high among College people in all areas. They are looking forward to renewed public interest in education and an end to hard times, when the College will grow along with the cultural richness and diversity of the community it serves.

EAST LOS ANGELES COLLEGE
ORGANIZATION CHART 1986–87



LOS ANGELES HARBOR COLLEGE

THE COLLEGE

Community Served by the College

Harbor College serves an area which includes the southern extremity of the city of Los Angeles and parts of adjacent cities: San Pedro, Wilmington, Carson, Lomita, Palos Verdes, Gardena and Torrance. The 1980 census records approximately 390,000 residents living in the service area.

Sixty-five percent of the adults in the area are employed in what are typically called "blue-collar" jobs. Specifically, 31% are employed in manufacturing, 19% in retail or wholesale trades, and 15% in construction or transportation. Fifteen percent are professionals or administrators. The remaining 20% are employed in finance, health or entertainment industries. The median age of the area is 30, with a median family income of $26,900. Twenty-nine percent of the local residents have less than 12 years of education, while another 31% have completed high school but no post secondary education. Nineteen percent of the households in the service area are maintained by unmarried males or females without any children, 15% are single-parent families, and the remaining 66% are married couples with or without children. The ethnic distribution in 1980 was 53% white, 27% Hispanic, 10% Asian and 10% black.

These summary statistics do not adequately reflect the extreme diversity within Harbor College's service area. Palos Verdes and Rolling Hills Estates have among the highest median incomes and education levels in the State, while a third of the residents in Wilmington and Carson have less than eight years of schooling.

The wide diversity in education and income levels produces divergent demands for courses. Individuals in some parts of the service area seek non-credit courses in ornamental horticulture or stock market investing. Residents in other parts of the service area seek vocational training or a transfer education, while still others are

looking for classes in English as a second language. As a consequence, there are a great many demands competing for the College's limited resources.

Mission and Functions Statement

Los Angeles Harbor College strives to provide a comprehensive range of educational programs and services that respond to the educational needs and interests of society and of the varied communities it serves. The College is dedicated to the principle that individuals should have the opportunity to develop to their full potential. Harbor College provides comprehensive lower- division general education, occupational education, transfer education, transitional education, counseling and guidance, community services, and continuing education programs which are appropriate to the communities served and which meet the changing needs of students for academic and occupational preparation, citizenship, and cultural understanding. The programs are supported by basic skills instruction, library and learning resources, and student services. The College seeks to enable students to effectively progress toward the realization of their educational objectives.

College Goals

In support of its mission, the College goals are:

1. to maintain accountability through self-evaluation in accord with College philosophy, functions, and educational policy;
2. to maintain a high quality of instruction, including transfer education articulated with senior institutions, occupational training and guidance geared to productive employment as approved by advisory committees, lifelong education for adults through Community Services, and personal development of physical and learning skills;
3. to provide support services that equalize opportunities for all students to achieve self-determined learning objectives;
4. to work toward employment equity through adherence to affirmative action principles; and

5. to maintain a learning environment that stimulates interest in personal, organizational and educational growth.

College Organization

The College has undergone major changes in its administration during the year. The Vice President of Administrative Services retired and was not replaced. The Dean of Students left to become Vice President at a Northern California community college. The new Dean of Students reports to the Vice President of Academic Affairs instead of directly to the President, as did the former Dean. The Assistant Dean of Admissions and Records retired; the position has been filled on an acting basis. In sharp contrast to the Administration, the structure of the academic departments has been stable during the year.

An organization chart of college administration is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

During 1986-87 Harbor College was caught between two opposing forces. Budget restrictions required that course offerings be reduced, while simultaneously more students were enrolling in the College. Fall 1986 enrollment increased 10% over the previous Fall, and Spring enrollment grew 13%. Weekly student contact hours (WSCH) increased 8% and 9% in Fall and Spring respectively. All of this growth occurred while the budget was shrinking.

Transfer

The Transfer Alliance Program completed its second year of honors classes and activities. The program was designed in cooperation with the University of California at Los Angeles (UCLA) Office of Inter-Institutional Programs. It serves the needs of

high achieving students who intend to transfer upon completion of the first two years of college. Students who successfully complete the Honors Program with at least a 3.0 grade point average are guaranteed priority admission as juniors to the UCLA College of Letters and Science.

Thirty-seven students enrolled during the initial year. Of these, 11 are still at the College, three went to Cambridge, England, under the District International Education program, seven entered other UC or California State University (CSU) schools, and 10 failed or dropped out. The remaining six students will be starting at UCLA as juniors in Fall 1987.

These students took a core of classes, articulated with UCLA requirements, and participated in critical thinking, writing, and research-oriented activities. Program highlights included: UCLA library privileges, two on-campus UCLA orientations with staff and students, a series of skill-building workshops, and enrichment activities such as a trip to the Getty Museum, free admission to UCLA football games, and on-campus visits from representatives of various UCLA offices and programs. Faculty involved in the Transfer Alliance Program met on a regular basis to coordinate the instruction and goals of the project. The Transfer Alliance Program was presented as a model for honors programs at a number of community college conferences during the year.

The Project For Adult College Education (PACE), a program designed for working adults, enables individuals to complete 12 units of transferable college credit by attending college classes one night per week and weekend conferences. Specific television programs are a part of each course. Enrollment in PACE increased to 750 students in Fall 1986, a 27% fall-to-fall gain, and expanded from six to ten classes. Due to limited facilities which could accommodate classes of 75 students and 1% limitation on districtwide enrollment growth, the PACE program limited its Spring 1987 enrollment to 640.

In the spring, Harbor and West jointly hosted a nationwide conference on PACE programs. One of the primary topics was the updating or replacement of the television programs component. Currently, the programs are produced nationwide and collectively housed at Wayne State University. These may be eventually relocated to the Los Angeles Community College District. The rapid expansion of PACE programs districwide has prompted evaulation efforts to assess quality issues and potential for further applications that meet the educational needs of mature adults.

Increases in WSCH were not limited to PACE disciplines. Substantial gains occured in art (19%), biology (20%), music (55%), physical education (11%), and Spanish (22%). Theater was the only discipline in the arts to lose enrollment; it dropped 20%. Speech and mathematics experienced virtually no change, while other disciplines that lost PACE

enrollment this year declined to their pre-PACE levels; these included health, philosophy, and environmental studies. The 32% WSCH loss in psychology, which was not a PACE discipline this year or last, coincided with the same percentage reduction in faculty.

The Communications Division was able to acquire space for an instructional support area, and room for housing its audiovisual equipment, as a consequence of relocating the Campus Police and PACE offices. Instructors' offices in the Liberal Arts Building were painted and carpeted. Plans are underway for the addition of at least one English instructor, particularly in the area of journalism, which could reactivate a campus newspaper. Work has been progressing on adding a writing sample to the assessment of new students. The assessment test cutoff scores have also been under review, to more accurately place students into English, ESL and developmental communications classes.

In spite of budget cuts, staffing shortages, and equipment and facilities deterioration, the Humanities and Fine Arts Division was able to maintain services and programs and in some cases expand. The Theater Arts Department presented a play in Summer 1986 in addition to its regular offerings of plays and musicals. In the fall the Department presented a children's musical at the local elementary schools. This was done in conjunction with the U.S. Marine Corps "Toys for Tots" drive. The Music Department ensembles continued to perform, and the Art Department again offered a series of gallery activities. A successful alliance was formed with local high schools which led to high school faculty and student art exhibits.

The equipment and facilities of the fine arts departments are beginning to show their age. The sound system in the Theater Arts Building does not function. The lighting boards in both the main stage and arena theaters are out of date and largely inoperative. The pianos in the music laboratory are deteriorating. The Department's technician estimates the instruments will be usable for only 3 or 4 more years. But the Division has been able to acquire some new equipment. State funds enabled the Art Department to purchase new ceramics equipment, and the Music Department to acquire six new Apple IIC computers for its laboratory.

The Business Division, working with the Community Services Office, established several non-credit open entry/open exit classes which generated approximately 10,000 attendance hours. The Division was able to obtain state equipment funds which enabled the purchase of new computers, typewriters and calculators. The biggest problem for the Division was the staffing shortage, which restricted the hours the computer laboratory could be open.

Vocational

The Architecture Department was able to purchase several computer aided drafting stations with state equipment funds. This new hardware enabled the Department to update its program and remain competitive with private vocational schools. The autoshop program, under consideration for termination, experienced an enrollment drop. Neither the autoshop nor electronics programs made any major equipment purchases. What money was available was used to keep existing equipment repaired.

Repercussions of the districtwide layoffs continue to plague the Nursing Division. Of the seven faculty members originally slated for layoffs, three members received final termination notices but were rehired as long-term substitutes; two were reassigned to the Counseling Department; one was transferred to LA Pierce College; and one was rehired into nursing. Due to the turmoil created by the layoffs, and the uncertainty of the staffing pattern of the division, the application for accreditation from the National League for Nursing, planned for Fall 1987, was postponed. Applications to the Department decreased slightly. The faculty feel that this was due to the negative efffects of the closure of other nursing programs within the District.

In spite of these difficulties, several significant advances were made during the year. The Nursing Library Fund received a generous donation of $10,000 from the family of the late Dr. Robert Rohde. The fund was originated in March 1985 by Dr. Rohde to acquire reference materials and audiovisual supplies, and to maintain the nursing library. State Equipment Fund money was used to purchase computers which will be utilized for computer aided instruction (CAI), which will optimize the resources of the Nursing Division and develop computer literacy in nursing students.

Developmental

The appointment of an English as a second language (ESL) Director was the first step taken to enlarge the ESL Program and to coordinate it with the existing English, speech and developmental communications offerings. The developmental communications courses have been articulated with the English classes to provide a smooth transition for remedial students into the English 21, 28, and 101 sequence.

Non-credit

The number of non-credit offerings expanded during the year. This was the first full year of incorporating noncredit students and courses in the District's central computer system, which made collection of attendance hours and ADA much easier.

The State-funded Continuing Education Program maintained a more or less steady level. The funding amount was reduced by the cap on enrollment. Plans for the coming years include expansion of p[rograms within the area of continuing education, but will depend upon future legislation.

Faculty Achievements and Development

Many faculty participated in development activities, and their achievements were many and varied. Several became published authors; English instructor Jean Nichols published some works of poetry; Art Wakita authored a book on architecture and Regis Ginn added to his list of novels. Other faculty excelled in the arts; Jay McCafferty and DeAnn Jennings had their works exhibited in art galleries; Claudia Fonda was a film critic for radio station KPFK; Ken Miller worked as a jazz performer and composer. Sachiye Nakano was also a professional dance choreography. Bob Sager, a geography instructor, co-authored two new geography textbooks. He is also considered a world authority on the geography of the South Pacific, and was invited by the American Geographic Society to lead a trip to the area. Chris McCarthy of the Communications Department took a group of students to Europe to study at Cambridge. Larry Wong, an instructor in the Music Department, was accompanist for opera star Leona Mitchel on her last world tour.

The faculty were also active in sports related areas. Gordon Wells, Physical Education Department Chair, continued as a National Football League referee, officiating for several nationally televised events. Mr. Wells also teaches courses in sports officiating. George Swade, another physical education faculty member, was involved in a program to introduce American football to Sweden and Finland. Harold Daniels of the Physical Education Department is a professional football agent. Bobbie McTee Masaracchia was named president-elect of the Southwest District of the American Alliance for Health, Physical Education, Recreation and Dance. Beverly Shue, chair of the Science and Family and Consumer Studies Department, conducted a series of workshops on writing across the curriculum. Mr. Heffern, who also teaches at Calif. State University at Long Beach, developed a Computer Aided Design program for Harbor College.

Library and Learning Resource Centers

Computer automation of the Library's resources is well underway. At present, approximately 20,000 titles (25% of the total) have been converted to machine readable form. Eventually, the system will have both automated circulation and an on-line catalog. The Library gave demonstrations of this automation system to librarians from Golden West Community College.

The number of materials in circulation increased slightly (l%) over last year to 65,625. Interestingly, there were slightly fewer book circulations this year than last, but many more periodicals, leading to an overall increase in circulations. The materials budget was unchanged from the previous year, while prices increased; the result was a decline in the number of new books and periodicals.

Library staff have extended themselves to help special student groups. Two Saturday library orientations were conducted for PACE students. Staff have worked closely with approximately 100 Bell High School students who were concurrently enrolled at Harbor College. The library staff were also very active in campus, district and state committees. The library chairperson heads the District Library Committee, and participated in a statewide conference of librarians in San Francisco.

Student Services

Admissions and Records

The Admissions and Records Office experienced many personnel changes during the year. The assistant dean retired and a replacement was selected, but both the staff aide and the supervising clerk resigned without being replaced. There were also position reductions among the clerical staff. Despite these changes, the Office continued to serve the College and work on special office projects. Automated transcripts were initiated and will be fully implemented in the coming year. Registrations were completed with few problems and the computer conversion for filing records was continued.

Counseling and Services to Special Clienteles

The Counseling Department continued administering the Access Orientation Assessment Tests to all new students. Software revisions that will make administration of the testing instrument easier are being made by American College Testing (ACT). These improvements should help shorten the time needed for the testing. Project ASSIST, a state funded project which uses a micro-computer to provide information about majors and transfer requirements for California universities, was used by students for the first time. During 1987 the College entered data necessary to perform a student certification for the California State University (CSU) general education requirements. Progress has also been made, with the help of District Office computer personnel, in developing a system for downloading student academic records from the central Honeywell mainframe computer onto our campus ASSIST IBM AT.

The Ford Foundation Urban Transfer Project published a Directory of Outstanding Sophomores from underrepresented minority groups at Harbor College in 1986. It included 1,800 students from the nine L.A. Community College District campuses, plus Compton, El Camino, Pasadena and Santa Monica Community Colleges. Participating four year colleges were: California State University, Dominguez Hills (CSUDH), CSULB, Mount St. Mary's College, University of California at Irvine (UCI), University of California at Los Angeles, and University of Southern California. This project has expanded and will now include eight four-year colleges and twenty-one community colleges. A full evaluation of the program was completed by an outside firm and is now available.

The second year of Relations With Schools activities was completed, with very successful results. Weekly visitations to local high schools were made by a student/counselor and instructor on special assignment. An open house reception was held and the program was attended by parents, faculty, administrators and student groups. The Early Admissions Project was also continued. Students at ten area high schools were given the opportunity to complete an application, orientation testing, and program advising during a three- hour program in May. After completion, students could register by mail. Two hundred students participated in the Project.

A special program for high school counselors was conducted. Participants from ten area high schools were invited to visit Harbor College to meet the staff and learn how new students are processed through orientation. Dr. Chip Anderson from UCLA was the keynote speaker. The counselors were given a tour of the College. They viewed the slide presentation shown to all new students, and a sample of an orientation session was given for them by college counselors.

HARBOR

In conjunction with the Athletics Department, Counseling developed a program to prepare athletes for completion of an Associate Degree in Arts or Science and/or transfer to a four-year institution. This preparatory program, entitled Counseling Harbor's Athletic Mentor Program (CHAMP) provides academic assistance in a supervised study hall two days a week. Each athlete is assigned a mentor and counselor to assist the individual to achieve his/her academic goals.

The Dean of Students was selected to serve on the State's California Academic Partnership Program (CAPP) advisory committee. The CAPP Committee reviews all applications for funding and evaluates current projects.

During the year an emphasis was placed on increasing the number of F-I Visa foreign students. A faculty advisor was appointed and there were many activities planned and completed. A survey was conducted to assess the awareness of available services and needs of international students. To improve communications, a reception was held, a newsletter prepared and mailed to the students, and other pertinent information was placed on a centrally located bulletin board. A new International Student Club was formed and new materials and brochures were created. Over 10% more international students enrolled this year than last year.

Extended Opportunity Programs and Services (EOP&S) benefited this year from stability in staffing. Although there was only enough budgetary support for a .6 hourly rate counselor position, the program was able to retain the services of the 1985-86 counselor.

The primary EOP&S goal for the year was to increase the number of program students. An analysis revealed an increase in eligible students of 11% from last year and 38% from the year before. The corresponding percentages for eligible minority students on campus were even larger: 16% and 33% respectively. The response of EOP&S staff to these increases was more than adequate, as 29% more students were served by the program this year than in 1985-86.

A great deal of time and effort was expended in outreach and recruiting, both on-campus and off, to achieve this growth. Visits were made to 167 classes, where 4,067 students were informed about EOP&S, financial aid and other private scholarships. A grant enabled the community recruiting efforts to be expanded to an additional 1,716 persons in 34 schools or community agencies. In addition, 25 other organizations were visited where the program was explained to the agency manager or executive and materials were left. Follow-up visits will be made during the Summer 1987.

Other program activities conducted by the EOP&S Office included student counseling, the newsletter, advisory committee meetings, tours of four-year schools in the area, and a luncheon to honor EOP&S students who were transferring, graduating, or on the Dean's or the President's academic lists.

The entire staff of Disabled Students Programs and Services (DSP&S) took part in recruitment activities. These included the development of fliers and brochures about the program and visits to the college feeder high schools. The visits provided opportunities to establish relationships with high school personnel and vocational specialists, thus building a network between the high schools and the college programs. This networking has been of significant benefit. Information on individual students was shared, which improved continuity of services to students moving from one institution to another.

The College's Disabled Student Program competed for and was chosen to disseminate the Marsha Savant Scholarship from the South Bay Committee for the Employment of the Handicapped. This allowed DSP&S to offer one $200 scholarship in addition to the three $300 scholarships it offers through the Steve Harshfield Scholarship Fund.

Disabilities Awareness Week was established this year. Activities included a sale, a day in a wheelchair (for instructors and administrators only), and a career opportunity day. Staff received a number of sensitive comments from those who participated.

Many contacts were made with various community groups. A Community Advisory Committee met with representatives of Disabled Student Programs. Participants included representatives from the surrounding state universities, the South Bay Committee for the Employment of the Handicapped, Department of Rehabilitation, and students from our program. The group plans to meet again in the Fall of 1987. A tour for the College's disabled students to CSU Dominguez Hills was conducted. A number of employment specialists were invited to Harbor College to visit with vocational students.

Next year's plans call for support from outside resources. By then the Disabled Students Program will have a high technology center. This center will have four computers, three IBM and one Apple, to provide personal instruction in adapted computer science and word processing for the disabled.

HARBOR

Financial Aid

The Central Financial Aid Office was dissolved in July 1986 due to problems of processing student aid applications,and responsibility for the function was returned to the campus. During 1986-87 the number of aid applications received and the number of students processed remained at the same level as the year before. Processing time was reduced from several months to approximately four weeks, a substantial improvement. Also, problems could be solved more easily and quickly when the student had access to a local decision maker. But staff turnover, and the inability to fill vacant positions permanently with qualified personnel, continues to be a problem in both the financial aid and the veterans office.

Student Activities

The Harbor College Athletics Program had a very successful year. The basketball and baseball teams won championships in their conference, and the football and golf teams finished second in theirs. Competitive athletics was expanded with the reinstitution of women's softball after an absence of several years. The Athletics Program began conducting weekly Monday night bingo games, which produced considerable revenue. The bingo activities are completely staffed by volunteers from the Athletics Boosters Club or athletes themselves. The proceeds go to support the College's athletics teams.

The Associated Student Organization (ASO) put on many activities, including two leadership training seminars for student government members. The ASO also contributed funds to the Child Develoment Center, Athletics Program and Music Department,and sponsored weekly free movies and several dances. It joined a statewide student organization and participated in its conference. A successful awards banquet was held for recipients of academic honors such as placement on the Dean's List and the Chancellor's Award.

Alpha Gamma Sigma, a national honor society, reactivated its charter at Harbor College after an absence of several years. The group immediately became very active by participating in various community and college sponsored activities.

Community Services

In 1986-87, Community Services at Harbor College enjoyed its most profitable year ever. This achievement required a major modification of the courses offered. There was a significant reduction in the number of classes, which were limited to those which had in the past attracted strong enrollment or were new offerings with a likelihood of high community interest. Program topics varied from a class on how to file for amnesty under the new immigration laws, to courses directed at single, parents and homemakers on how to succeed in business.

Also contributing to the economic success of the year was increased partcipation in the Sunday Swap Meets run by Community Services. All available spaces were sold out each week by mid-spring, and newly allotted spaces rapidly filled. For the first time, Community Services surplus income will be carried forward to 1987-88, creating an opportunity to have a "cash reserve" to use for unanticipated future expenses, or to use in the development of new programming.

All was not perfect during the year. Since departing staff could not be replaced, many details that contribute to maintaining a successful program have been neglected. Program visibility decreased because fewer brochures were mailed to the community. Office staff assumed some responsibilities that had been handled by staff who were not replaced. Some tasks simply could not be accomplished. The Office could send out very few news releases which in the past had consistently brought participants into the Program. Required and necessary reports are delayed because other more urgent issues had to be resolved.

Next year should see a reversal of these negative trends There is already strong participation in Summer 1987 classes. This fall will see the scheduling of more events, classes and programs. By spring, the Office expects to offer several special events. Although it will take time, the expectation is to rebuild Community Services into a series of programs, rather than simply a collection of isolated classes bearing little relationship to one another.

Planning, Research and Development

Long-Range Planning

Most of this year's planning activities focused on the evaluation of programs and courses as related to the districtwide reduction of instructional staff. College layoff notifications in various disciplines greatly unsettled the faculty and led to much exploration and discussion of the instructional programs affected. As a consequence of the unsettled conditions, little long range planning was done.

Special Fund Development

This year's development activities centered on completing the obligations incurred in prior years when multiple-year grants were received. Grants from the College Board Corporation and the Ford Foundation were ending, and no new special funding was obtained.

Community Relations and Marketing

Public Information and Student Recruitment

The College obtained space on nearby billboards to advertise itself. Its own marquee, visible from the Harbor Freeway, posted each week's coming events.

A faculty member, Don Carlucci, visited all of the College's feeder high schools as the relations with schools representative. Mr. Carlucci spoke effectively of the College's services. As a consequence of his activities, 250 early admission applications to Harbor were filed by high school students for Fall l987. As of July, 125 of those students had completed their fall registration.

Articulation with Schools and Colleges

This year the College had a contractual arrangement with Bell High School, which was experiencing severe overcrowding. Ninety tenth grade students from the high school attended classes on the college campus. During the morning, the students took high school courses with their own instructors in rooms rented from the College. In the afternoon, they enrolled in college courses which could be used for high school credit.

Contacts With Business and Industry

The administrator in charge of vocational education worked with the Carson, Lomita and Torrance Private Industry Council to develop some office automation/word processing courses. The College also held two "Career Days". At these events, local businesses advertised job openings and distributed employment applications. One of the "Career Days" was held at Harbor College, and the other at the Carson Community Center. The College also conducted a small Business Institute which offered Saturday classes directed toward people who work in or own a small business. Classes on such subjects as the use of microcomputers and business practices were offered.

Administrative Services

Facilities

One major alteration and improvement project was conducted during the year; the relocation of the Police and Safety Office and the expansion of the Communications Department Office into the previous Police Office location. An energy management system was installed in May 1987 to modulate the College's air conditioning and heating. Preliminary data indicates that electricity consumption has been cut 12%. A program of routine maintenance painting was reinstituted. The first buildings to be worked on were the interior of the Liberal Arts Building and the exterior of the Administration Building. The College also installed new telephones in all offices. This has enabled a savings in utility bills of approximately $3,000.

College parking was improved this year; some lots were resurfaced and repainted; entry and exit control gates were upgraded, and stalls for handicapped students were added.

The Bookstore altered its mixture of merchandise on display in order to increase sales. Items such as school sweat shirts, greeting cards, and snack foods are now available in the store during periods of high student traffic.

Business Office.

In spite of staff turnover and budget constraint, the Business Office maintained its operations with fewer staff than the previous year. The new decentralized payroll system increased the workload of the payroll personnel on campus. Business Office Staff have been assigned to assist the payroll clerk with data entry.

Security and Safety.

The College Police moved their office, making them more accessible to students and better able to provide service to the College. From their new location at the corner of the Liberal Arts Building, they are immediately visible to any visitors entering the campus, and have a full view of both staff parking lots.

Heightened police visibility may have played a part on reducing the number of crimes committed on campus. In Fall 1986, there were 14 burglaries reported; the next spring there were only five. Petty thefts dropped from 29 to 14 in the same period, and auto break-ins dropped from 39 to 30. There were no auto thefts in the spring, whereas three had occurred in the previous semester. Only one assault occurred all year. The only increase was in personal injuries, up from 42 to 48.

Staff Relations and Development.

Staff development at the College focused on communication and District procedures. Training sessions were held on the use of telephone, telephone etiquette, district personnel forms, and payroll procedures.

The annual academic convocation was held during the Spring semester. Honorees who received the Amicus Collegii (Friend of the College) award included Rosie Grier, Millie Rockey, Charles Bossler and Vera Kieslar. Rosie Grier, the ex-Los Angeles Rams football star turned actor, was honored for his work with youth. Millie Rockey is a

member of the Admissions Office Staff. Charles Bossler is the Financial Aid Supervisor, and Vera Kieslar works in the Buildings and Grounds Office. This yearly event focuses the College's attention on its educational principles and encourages the faculty to rededicate themselves to educational excellence.

The College is actively working to achieve its affirmative action goals. However, with limited funding available, very few vacant positions were filled.

SUMMARY

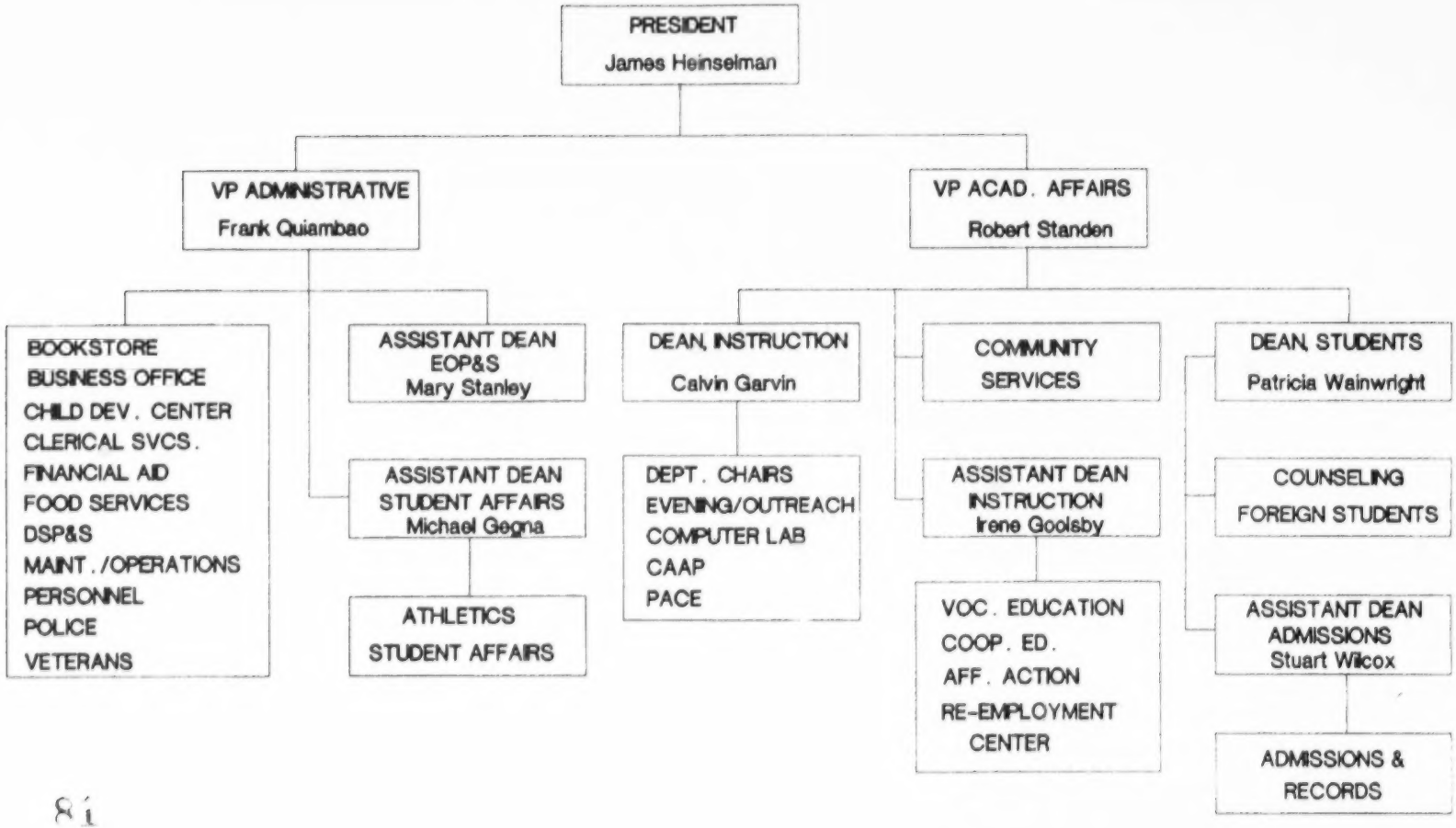
The College's service area can best be described as diverse. There is a large population of minimally educated blue collar workers, and an extremely affluent well educated segment. These diverse groups make for extremes in the demands made on the College's limited resources. Planning for the careful allocation of resources will be increasingly important as the College strives to provide the educational experiences sought by the people of its service area.

Instructional programs have focused on expanding the accessibility of the College through the PACE program, an expanded foreign student program, DSP&S, and EOP&S activities. The College has also focused on increasing the number of students who transfer to four-year institutions. These activities will all be maintained in the future. Articulation between individual English courses in the Communications Department has been improved, and similar such actions should be planned for other departments.

The Humanities and Fine Arts Department brought a variety of cultural events to the community, while the faculty were involved in a myriad of academic, social and cultural activities above and beyond their college assignments. These activities will continue in years to come.

The College strengthened its relationship with feeder high schools and student recipient four-year colleges. Future plans call for further cementing of these bonds. The College is becoming more involved with the surrounding community through cultural events held on campus, community service activities such as the weekly swap meets, bingo games, and other activities of college service groups and faculty. As budgets tighten, the College must plan its community-focused activities with an eye to the financial costs and benefits which may result.

LOS ANGELES HARBOR COLLEGE
ORGANIZATION CHART 1986-87



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LOS ANGELES MISSION COLLEGE

THE COLLEGE

Community Served by the College

Los Angeles Mission College has been serving the Northeast San Fernando Valley since the Spring of 1975. The service area includes the ethnically and socio-economically varied communities of San Fernando, Pacoima, Arleta, Lakeview Terrace, Mission Hills, Sun Valley, and Tujunga.

The communities served by the College can best be described as being ethnically and socio-economically diverse. The western portion of the service area hosts a relatively affluent population, in which families tend to be smaller, ethnic minorities fewer, and average levels of education higher. Communities in the central portion of the service area tend to be less affluent, with greater minority representation.tationtationtation The population in the eastern portion of the service area seems to fall between these two dimensions.

Business in the Los Angeles Mission College service area is primarily engaged in retail merchandising and other activities in the service sector, but there are some sections where light manufacturing and food processing predominate. The area is mostly suburban in nature, and a large portion of the residents are employed in the central Los Angeles area.

The 1980 census data shows the total population of the Northeast Valley at approximately 316,000 persons. Ethnically, 57% of these were white, 32% Hispanic, 6% black, and 5% Asian or other identification. The College's immediate service area suffers from a high rate of unemployment (approximately 1.5 percentage points higher than that of the general population of Los Angeles County), a low-median income ($17,740, compared to a District median of $23,120), and a low but steadily increasing rate of educational participation. In the Fall of 1986, 70% of Mission students were over 25 years of age, compared to 51% districtwide, making the student population the

oldest in the District. Many of the students were employed full- or part-time; 82% of them attended college part-time, compared to 73% districtwide, and 63% attended evening classes.

Ethnically, Fall 1986 enrollment was fairly representative of the area's population; 48% of the students were white, 34% Hispanic, 10% black, 5% Asian, and 3% another category. Women students represented 67% of the enrollment, compared to 54% districtwide.

Several postsecondary institutions serve the northern San Fernando Valley area, including adult schools, a regional occupational center, and private trade schools. However, Los Angeles Mission College is the only associate degree-granting institution offering low-cost college transfer and vocational instruction in the Northeast San Fernando Valley area.

Mission and Functions Statement

The administrators, faculty, and support staff at Los Angeles Mission College uphold the principle upon which the College was founded, which is that the role of educational institutions in a democratic society is to help an individual to develop and to achieve his/her fullest potential.

Thus, the mission of the College is to provide comprehensive lower-division, occupational, transfer, and continuing educational programs which are appropriate to the population of the area and which meet the changing needs of students for academic and occupational preparation, better citizenship, and increased cultural understanding.

College Goals

The specific goals of the college are:

1. To provide both transfer and career/vocational programs responsive to the diverse needs of the heterogeneous population served by the College;

3. To strenghten student skills through special supportive and developmental programs and services;
4. To provide community service, non-credit and continuing education programs, which supplement the College's efforts to meet diverse educational needs;
5. To provide a comprehensive program of student services and activities;
6. To offer comprehensive counseling and guidance services to all students;
7. To promote an awareness of college programs and services to residents throughout the college service area;
8. To provide meaningful participation for faculty, staff, students and community in the decisions affecting the development of the College;
9. To establish and maintain staff balance which is responsive to affirmative action goals;
10. To plan and evaluate all programs and services of the College;
11. To provide professional growth, retraining, and revitalization of all faculty and staff;
12. To maintain an innovative environment which is accepted as an institutional way of life;
13. To provide a collegiate environment with appropriate equipment, materials, supplies, and facilities;
14. To construct and maintain a safe and attractive physical environnment; and
15. To provide for the safety and security of college students, staff and facilities.

MISSION

College Organization

The certificated administrative staff remained all year at its reduced level of six, whereas five years ago it was twelve. At the end of 1986-87, the College operated with a president, an acting vice president of administration, a vice president of academic affairs, a dean of instruction, a dean of admissions, and an assistant dean of administration and special education. A chart of the College's administrative structure is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

In spite of continued restricted funding, enrollment, WSCH and average class size increased in 1986-87. Final first census comparisons show that Fall 1986 enrollment increased by 44% over Fall 1985, compared to an overall District increase of 11%, and that Fall 1986 WSCH increased by 63% over the previous fall, while District WSCH increased by 7%. Spring 1987 enrollment increased 20% over Spring 1986, compared to a l0% District increase, and Spring 1987 WSCH increased by 25% over Spring 1986, compared to a 7% district increase. Average class size grew from 2l to 3l. Approximately 70% of Mission's impressive growth is attributable to the Program for Adult College Education (PACE) Program, while the remaining 30% is in regular offerings.

The College continued its efforts to keep costs down and increase WSCH by various means. Rental of a county facility at a minimal fee for art and music classes was continued. Rental costs were held down by consolidating classes at Granada Hills High School, which were well-attended and well-received by the community. This year, PACE Program offerings were doubled by initiating a program that had been requested by the Los Angeles Unified School District (LAUSD). Overall, the PACE Program continues to receive excellent evaluations from the faculty involved and high compliments from participating students.

In an effort to provide service to the community and to industry, courses were taught at local facilities such as the Medical Center of North Hollywood, the North Hollywood

Senior Center, Bank of America, Price Pfister, California Conservation Corps, and California State University at Northridge (CSUN). Disciplines included supervision, basic skills, career guidance, mathematics, chemical dependency, and family & consumer studies.

High demand areas at the College included English, business data processing, mathematics, developmental communications, child development, office administration, cooperative education, and chemical dependency. The basic skills area attracted significantly larger numbers of students than other areas. New demands were in real estate, law and PACE. Student interest declined in social sciences and the humanities.

Transfer

This year the College once again attempted to identify and contact all potential transfer students. As part of the counselors' regular duties, all students were given transfer services, which included faculty support and guidance, academic and career planning, workshops and campus visits. One counselor was identified as the contact transfer counselor to oversee all transfer activities and to act as liaison between the four-year institutions and Los Angeles Mission College.

A four-semester "diversified liberal studies" program was developed for daytime students, and will be implemented in Fall 1987. A subcommittee of the Council of Instruction approved the concept of developing a prescriptive transfer program, one in which potential first-time freshman or continuing students may enroll and follow a set program of study with the intention of transferring to a four-year university.

In addition, an academic honors program was initiated during the spring semester as a means of bolstering the present academic transfer-related courses. Although started in mid-year, the program was successful even though only two courses were offered, one in U.S. history, and one in English.

The Bilingual Education Program facilitated the participation of four transfer-bound students in CSUN's concurrent enrollment project. These mission students attended periodical pre-service sessions at the School of Education and were allowed to take one upper-division bilingual teacher preparation course at CSUN. This project is in its third year.

MISSION

Vocational

Mission College offers vocational programs in accounting, bilingual/bicultural education, chemical dependency, business administration, business data processing, child development, bilingual/bicultural education, electronics, family and consumer studies, journalism, office administration, real estate, and supervision. A legal assisting program was approved by the District and has just received State approval. A total of 68 students received vocational certificates this year, and 20 received vocational associate degrees.

Advisory committees for each vocational education program met during 1986-87 to review curriculum and make recommendations for curriculum development and equipment purchases. State vocational education funding for 1986-87 was $138,806. These funds were used to provide a language skills instructional assistant for the vocational education tutoring lab, counselor time to run the Career Center, counselor time for three months to work with Gender Equity issues, some equipment for five disciplines, an instructor for family and consumer studies, a handicapped specialist, a special education telephone for the deaf, and tutors for business data processing, office administration, family and consumer studies, special education, and the tutoring center.

While nearly 5% of the district student population attends Mission, the campus received only 2% of the district's VEA equipment funds, and 4% in each of the other program areas.

The Bilingual Office identified 130 bilingual education majors. Four transfer preparatory students received State Bilingual Teacher Grants under AB-2615, for a total of $13,761 this year. The Office also co-sponsored the Seventh Annual Careers in Education Conference at the University Of Southern California (USC) for classroom education aides and teacher assistants, and facilitated the attendance of at least 50 students from Mission College to that conference.

The bilingual coordinator visited 17 Los Angeles Unified (LAUSD) schools within the San Fernando Valley for the purposes of disseminating program information and recruiting classroom education aides and teacher assistants into the Bilingual Education Aide Program at Mission College.

Developmental

New students continue to be assessed through the Project ACCESS or English as a Second Language (ESL) orientation process. Assessment continues to show the need to expand remedial offerings in both language skills (including ESL) and mathematics.

Mission's developmental communications classes served 583 students in Fall 1986 and 512 in Spring 1987. This represents a substantial increase over the preceding year. One hundred twelve students enrolled in the High Intensity Language Training (HILT) Program in Fall 1986, and 101 enrolled in Spring 1987. Fifty-nine students were helped in the reading program in Fall 1986 and 35 students in Spring 1987. A persistent handicap has been the lack of a full-time reading instructor who could help coordinate this important part of the developmental program.

Non-Credit

The latest enrollment figures indicate that the Non-Credit Continuing Education Program at Mission College generated 29,648 hours in 1986-87. To date, eight classes have yet to report hours for the year. It is anticipated that when their time is included, the total will reach approximately 30,000 student contact hours. The program offered classes in custodial and plant supervision, which for the last two years have been specially articulated with LAUSD's Operations Branch, while being open to the public at large. Classroom facilities were provided districtwide by the LAUSD at no cost to Mission College.

Eight at-large non-credit classes were also provided. They included sections on career guidance, senior survival, human relations, citizenship, and vocational English as a second language (ESL). Many of these classes were generated at the request of public service agencies and private sector corporations.

The citizenship and vocational ESL classes offered through the year were directed chiefly at the Spanish-speaking populace, and so were offered in a bilingual mode.

Faculty Achievements

Joseph Flores, bilingual education coordinator, was named Volunteer of the Year by the Los Angeles Human Relations Commission. Flores was honored for his work as

the head of the newly formed Human Relations Council of Northeast San Fernando Valley. He was also commended by the Los Angeles County Board of Supervisors in a ceremony held at the Dorothy Chandler Pavilion.

Charles "Chuck" Dirks, professor of political science and history, was honored as the recipient of the Los Angeles Community College District's Chancellor's Medallion, given each year to an outstanding faculty member. Dirks received the Medallion from LACCD Chancellor Dr. Leslie Koltai for his outstanding service as an instructor, faculty leader, and effective advocate for Los Angeles Mission College.

Horacio R. Fonseca, professor of history and cluster chairperson, was honored by the California Youth Soccer Association-South for his contributions to the development of the sport. As president of a local youth soccer league with over 400 players, Fonseca coordinated the Spring soccer season for players ranging in age from 9 to 18.

Michael A. Cavanaugh, instructor in the PACE Program, had articles published in *Philosophy of the Social Science, Social Epistemology*, and *Review of Religious Research*. He also had two book reviews published.

James Crossen, director of the Chemical Dependency Program, led a delegation from "Creating a Sober World" to the Soviet Union. With the approval and cooperation of the Soviet Ministry of Health, the group held meetings in homes, churches and hospitals in Leningrad, Moscow and Tallinn. Mr. Crossen also presented a workshop on "Sexual Addiction--Intervention, Treatment, and Recovery", held at AMI Medical Center of North Hollywood.

Sally O'Krent, professor of family and consumer studies, was named as the instructor for *Designing Home Interiors*, a 26-part television program offered by the Los Angeles Community Colleges' Instructional Television (ITV) Department. O'Krent is also a professional interior designer and consultant for business and residential design. As instructor in the ITV program, she guided students through the series, which aired on KCET, Channel 28.

Cela Allphin-Hoggatt, professor of English, recently authored **The Writing Cycle**, a college-level writing textbook. Published by Roxbury Press, the book has been adopted by many colleges throughout the United States. At Mission College, the book is used as a developmental composition text in English 21 and the English 60s series classes.

Fred Obrecht, Cluster B Chairman, was named the College's Innovator of the Year. Obrecht was cited for his leadership in implementing a number of important programs at Mission. These include PACE, Legal Assistant and Chemical Dependency.

Los Angeles Mission College honored three of its employees and presented them with certificates of merit for outstanding service at the College's fourth annual dinner. Honored posthumously was mathematics professor Robert Marek, who died in 1986 after teaching mathematics at Mission since its founding in 1975. Marek was cited for being an "outstanding instructor who sought to make mathematics understandable and practical for his students." He was also commended as a meticulous scholar and an authority in such areas as computer science, the stock market and English grammar. In addition to his classroom duties, Marek served on a number of districtwide selection committees and presided as faculty marshal at graduation ceremonies. He was also a member of the Tenth Anniversary Committee.

Shari Borchetta, college administrative aide, was cited for her "dedication and willingness to help the college in all areas." It was Borchetta, who, in 1984, organized the first of the annual college dinners and was an active member of the Tenth Anniversary Committee the following year.

Jack Oliver, assistant dean of administration and special education, was cited for "his caring and concern for students as well as his ability to see to the special needs of the disabled student population."

Library And Learning Resources Center (LRC)

Despite continuing underfunding and understaffing, the Library/LRC has responded creatively and optimistically to achieve its goals and meet the demands of its constituency.

Usage is equal to or greater than last year in all areas of the LRC. The growth of the PACE Program has had considerable impact on library and media usage. Both faculty and students in this program are heavy LRC participants. The aging of the library materials collection--very few books have an imprint later than 1984--precludes maintenance of the excellent reference/research services formerly provided to Mission students.

Some highlights were the return of the popular plastic photo ID cards, thanks to the purchase of a replacement camera by the Associated Student Organization (ASO); an

increase in hours of operation, several interesting displays such as "The Day of the Dead" and "Wildflower Walks"; a First Annual Book and Bake Sale, the acquisition of two IBM personal computers to augment business data processing lab usage, the repair of lighting fixtures, and the replacement by regular staff members of long-term employees who terminated last year.

Graphic arts services were under greater pressure this year than before due to the lack of a student worker and the fact that the Senior Graphic Artist is the only LRC staff member with any technical audio-visual expertise. Demand for audio-visual (AV) materials and services was satisfied by LRC staff dedication and creativity and by insistence on cooperation from faculty and staff in planning their AV service needs in advance. State funding for instructional equipment enabled the purchase and distribution of VHS equipment to some designated classrooms. The audio-visual area was no longer able to provide many services it once could, and immediate service was impossible. This, of course, limited creativity, innovation, and flexibility in classroom as well as Learning Center activities.

Student Services

Admissions and Records.

The Office of Admissions and Records received and processed a total of 12,332 applications for 1986-87. The number of applications received for the spring semester was 5,095. Applications received for the fall were approximately 6,445 and 792 were received for the summer session. The total number of applications increased by 2,201, for an approximately 18% increase over the previous year. The first census enrollment of 4,926 in Fall '86 was the highest ever reached by the College. The need for expanded and enhanced student services has grown with increased enrollment.

The credit clerk was responsible for processing approximately 400 petitions by students for certificates of completion and associate degrees. Processing of students from the beginning to the end of their college attendance puts demands on the Admissions and Records staff throughout the year. This year, employees continued to improve procedures in order to increase efficiency and/or compensate for the understaffing in the Office. How long their positive attitude can be sustained remains to be seen.

By its innovations in registration procedures, Admissions and Records complemented and supported the functions of the Office of Academic Affairs. Instructors effectively registered students in classes prior to their departure between the fall and spring semesters, encouraging their retention. In addition, the Admissions and Records Office ably assisted the counseling staff in its early recruitment efforts in the high schools and the community.

The College would like to restore at least two intermediate clerk typist (ICT) positions to the Admissions area, to meet the growing demand for services. An increase in sub and relief hours must also be budgeted to assure that the registration process will not be hampered and slowed down, with college enrollment and ADA thereby reduced.

Counseling and Services to Special Clienteles.

This year the Counseling Department functioned with limited resources and budget. The staff included four counselors, one ICT and two part-time student workers. During the semester, the Department was forced to rely on resources from specially funded programs to assist with counseling functions at peak times. Throughout the year, counseling by appointment and drop-in was available Monday through Thursday 8:30 a.m.-7:00 p.m. and 9:00 a.m.-4:00 p.m. on Friday.

The Counseling Department provided academic, vocational, veteran and personal counseling to Mission College students, community residents and staff. During both semesters, counselors provided pre-registration counseling, and advice on high school and transfer articulation, including counseling for students on probation and subject to academic disqualification. Counselors also reviewed academic petitions and waivers, and records of all candidates for graduation, to determine requirements for majors, general education, certification and transfer.

Counselors took part in recruitment and retention efforts, and administered day and evening orientation for new and re-entering students. A total of 90 orientations were given to 1,800 students. Many were presented bilingually. Orientations were scheduled for summer session applicants, and proved quite successful.

Counselors also advised student veterans about their eligibility and benefits, and prepared the annual report and budget of the Office of Veterans Affairs.

The ability to counsel foreign students improved little in 1986-87. Many students had to be referred to Valley College because of limited staff resources at Mission. Foreign

student applications were processed by counselors, who briefed the students on the regulations and guidelines of the Immigration and Naturalization Service (INS) and issued I-20s in compliance with INS requirements.

The reallocation of funds earmarked for support and marketing of the International Student Program had a severe negative impact on the morale of those involved in the recruitment and retention of international students. Without those funds, there were no avenues for reaching the foreign student population and the international student market was neglected.

The Office of Disabled Student Programs and Services (DSP&S) continued to serve the students on campus by providing special classes and comprehensive services in regular college classes. The special classes were designed to improve basic skills in cognitive, affective, personal and vocational areas. Services included assessment, counseling, tutoring, mobility assistance, provisions of special materials and assistive devices, referrals to community supportive services, liaison with other service agencies and instructors, vocational and academic guidance and referrals, and other individualized assistance that helped disabled students achieve parity with their college peers.

The total number of students served this year increased from 71 to 136, and included 54 physically disabled, seven visually impaired, 11 speech and hearing impaired and 64 learning disabled students. The Office served students throughout the year in spite of decreasing support. An influx of severely disabled students further taxed existing resources. But new and more efficient ways to provide services were devised by an outstanding staff, and the program was successfully maintained.

Although DSP&S accomplished all of its student-related objectives this year, it did so because of a grant of $24,000 from the Parsons Foundation. In the future, a stable funding source will be needed to meet service costs. Some disabled students on campus may go without help because they are not identified. Staff is hard pressed serving the present clientele, and there is no time or resources for additional recruitment efforts. Increased outreach activities, including an update of information provided to the campus community and in-service training for staff and faculty are planned to reach these neglected students.

The Extended Opportunity Programs and Services (EOP&S) Office, staffed by four full-time employees and eight student workers, served 92 students, an increase of 61% over 1985-86. All students were carefully counseled, tutored, monitored, and advised for maximal success. New ideas implemented this year included evaluation of student performance sent once each semester to faculty; full educational plans defined for each

student, informational bus tours to UCLA and CSUN, personal development group meetings (including a special ESL component), and a rummage sale to raise additional monies for emergency loans and special events.

Recruitment efforts have been intensified by participation in future education planning classes for high school sophomores,elementary school teacher aide talks, and special presentations at Via Avante Rehabilitation Center, Montague School, McAllister Special School, and the Women's Employment Workshop. Recruitment continued with all feeder high schools, churches, civic buildings and businesses.

The year, the Third Annual Awards Luncheon was held to honor all EOP&S students with a cumulative grade point average (GPA) of 3.7 or higher. There were 24 recipients.

The tutoring component, one of the most useful in EOP&S, was increasingly busy. Tutors helped students with all subjects; the most active unit was the ESL lab.

Financial Aid

Student Financial Aid Services were partially decentralized when the financial aid processors were returned to the campuses in July, 1986. The regular staff at Mission College consists of a financial aid supervisor, a financial aid assistant, and an ICT. They are assisted by student workers.

This year a total of $236,624 was available for eligible students. Almost $15,000 more, mostly in Pell grants, was over-awarded, to ensure that all available funds would be utilized. Additional funds had to be obtained from the federal government to pay all the awards. Forty-six percent of awards were in Pell grants; the rest were Supplemental Educational Opportunity Grants (SEOG), college work study (CWS), National Direct Student Loans (NDSL), and Guaranteed Student Loans (GSL). State funded awards included California (Cal) grants B and C, as well as the EOP&S grants.

Two hundred forty-five students applied for financial aid at Mission College in 1986-87. Of these, 140 were packaged for program awards, 20 more than in 1985-86. In an effort to increase the number of awards for next year, the Financial Aid Office alerted students by mail as early as January 1987 to the availability of 1987-88 Student Aid Applications for California. Announcements were also posted, and a jointly advertised and sponsored EOPS/Financial Aid Workshop was conducted in February. Students were encouraged to apply prior to the Cal Grant March 2, 1987 deadline, in order to be considered for both federal and Cal Grants.

Scholarships were advertised via brochures, bulletin boards, student bulletins, the campus center marquee, and across the counter, to ensure that the quest for qualified students would be successful. Sixteen students applied for scholarships and 17 were awarded, as some students received two scholarships.

In response to a request, the financial aid assistant delivered a presentation to 24 residents of a halfway house in Sylmar. The ICT's availability to help English and limited English- speaking students was an invaluable service to the students and to the Office.

Student workers were effective in assisting regular staff to meet the needs of the applicants and awarded students. They tracked college work study hours and notified CWS students of their balances in a timely manner. They also posted signs early to alert students of deadline dates, and sought out and corrected errors in Fall 1986 Board of Governors Grants (BOGG), so that Spring 1987 grants could be processed more efficiently.

The sum of $5,041 was received from the State Chancellor's Office of Student Services and Special Programs for the purchase of an IBM PC-XT computer hardware and software. The computer and accessories are in the office and will be used to enhance BOGG delivery.

Perkins Loan (NDSL) entrance interviews were conducted on a one-to-one basis, but exit interviews were held in groups, to save time and enable students to receive their final 1986-87 Perkins Loan awards quickly and efficiently.

Special Services.

The Campus Child Development Center provided a complete individualized program designed to foster the optimal, holistic growth of the pre-school child between the ages of two-and-one-half and five years. Enrollment priority was given to Mission College student parents. A sliding fee was charged, ranging from 50 cents to $2.00 an hour, depending on family income. Center hours were from 7:45 A.M. to 3:00 P.M. Monday through Friday. Staff consisted of three full-time certificated personnel, which included the director. This year the Center continued to meet the needs of the child development instructional program, student parents and preschool children. A total of 33 children were accomodated, with a maximum permissible limit of 24 per hour. It was necessary to maintain a waiting list.

Center staff produced eight parent newsletters, put on three potluck luncheons for parents, children and staff, conducted educational field trips to the pumpkin patch in Santa Paula and the Los Angeles Zoo, provided a health service to identify speech and hearing problems, and gave six referrals to psychological services. Five practicum students from child development classses were placed at the Center for teacher training. Seven college work study students, three of them from the cooperative education program, gained work experience for their work at the Center.

This fall the Center moved to a new location at 1441 Celis Street. Since the facilities were not altered and improved to meet the state licensing requirements on time, opening was delayed until three weeks into the start of the semester, and three weeks' income was lost. Due to budget cuts, the parenting course was deleted from the instructional program.

The Child Development Center conducted a parent survey in Fall 1986 to determine its effectiveness in meeting the needs of the student parent. Results revealed favorable attitudes toward the program with 95% of the student parents' responses indicating that they would not be able to attend Mission College if child care were not available. The Parent Club conducted fund raising activities, including puppet sales, a bake sale, pumpkin raffle and nacho cheese sale, and a hot-dog sale. Out of the funds collected, the Club bought a new sewing machine for the Center's use, paid for the field trip to the Zoo, and provided petty cash for making graduation caps for the children and the year-end picnic. The Associated Student Body provided funds for the field trip to the pumpkin patch, and donated a tape recorder and a blank tape.

A proposal was submitted to the California State's Capital Outlay Fund for child development center facilities at the new campus. A major goal for the future is to provide child care services during the evening; funding sources are being researched.

The Career Center at Mission College was open on Mondays and Tuesdays and staffed by Vocational Education Act (VEA) with a .4 FTE counselor. The Center was funded by Perkins funds in the Adults Needing Training, Single Parent/Homemaker and Disadvantaged categories; the three programs were combined to serve all eligible LAMC students.

The Center's main function was to aid students, whether already enrolled or intending to enroll, in making realistic, rewarding career decisions. The students were assessed by two or more testing instruments. After taking the tests, they returned for an evaluation, where the results of each test were correlated with other factors, and

carefully explained. Students were further guided to explore career options through the Eureka, the library and information interviews.

In July 1986, letters were sent to 300 students regarding job retraining/career change. In April 1987, 50 single parent/homemaker students and 450 students who had completed 40 or more units were contacted. Much time was saved by generating the address labels in the computer.

In collaboration with EOP&S, the Career Center continued biweekly meetings to address the needs of LAMC students. Two Women's Employment workshops were co-sponsored with the YWCA and Los Angeles County Department of Human Resources; these served over 150 attendees. Thirteen "Together" workshops attracted over 500 participants.

Telephone requests for career counseling increased, indicating that the Center is becoming known as a valuable resource. As its services were upgraded, they supported other College resources. The Center needs to be operated as a full-time, day and evening service.

The Learning Assistance Center (LAC) continued to offer a variety of academic support services. Tutorial assistance was available in almost all demand areas. Educational assessment and advisement were provided to students who wanted to receive specific information regarding their skill levels in math, reading, vocabulary, English, and spelling. The students used this information as a guide in planning their study programs and course enrollment. Individualized tutor-assisted instruction in basic skills, under the course title Developmental Communications 20A, B and C, was given to students who wished to pursue a study program tailored to their specific needs. Written evaluations from the students indicated that the service was a vital factor in maintaining their retention and progress. Almost all students indicated that their understanding of coursework improved after tutoring, and many stated that they would have dropped their courses if they had not received assistance.

Student usage of tutorial services increased in 1986-87, with 618 individuals being served for a total of 11,078 hours. These attendance hours represent the highest usage level since the inception of the LAC and an increase of 78% over 1985-86. This expanded service was achieved by placing students in study groups to optimize tutor efficacy. Vocational students accounted for the largest group using the LAC and the greatest number of usage hours. Limited-English-proficient VEA students increased this year by 110% in enrollment and 381% in usage hours. Greater funding should be considered for this fast-growing group.

Results of subject analysis indicated that tutor-assisted instruction in basic skills (Developmental Communications 20) was the most frequently requested course. This accounted for 6,825 WSCH and 60% of the LAC's service hours. English as a second language, business data processing, and mathematics were other high-demand subjects. English as a second language was first among the basic skills choices in Developmental Communications 20.

Funding support of the LAC was disproportionate to the categorical student usage. Eligible EOP&S students represented only 7% of the LAC student population while EOP&S contributed 37% of the total budget. Program auditors have noted this situation, and there is a risk that EOP&S funds may be curtailed in the future. Non-categorical funds from Program 100 provided 23% of the budget; however, non-categorical student usage was almost 40%. More Program 100 funds are needed.

Plans for the future include the implementation of computer-assisted instruction in basic skills. One computer is operational and software has been purchased. A few students have tried programs, and their response has been enthusiastic. The LAC also provided back-up services for the Counseling Department in student assessment and placement. Students who missed the regular assessment process were able to go the LAC for English and math course placement and advisement regarding reading skills.

Student Activities.

The Associated Student Organization (ASO) had one of the most active years ever. It sponsored a Halloween party for community children, a Thanksgiving food drive for needy families; a lecture series that included presentations on AIDS and the homeless; cultural activities that included a Cinco De Mayo celebration and an Afro-American History Program, a Red Cross blood drive, a Salute to Faculty, and an awards ceremony. In addition, it purchased equipment for the Learning Resources Center and the Child Development Center and continued the tradition of providing funds for the receptions that follow the College's Honors Program and Graduation. The ASO was under great financial restraints because of a small membership, but the excellent activities this year may help in the drive for new members next year.

Athletics

The Athletic Program planned to field four intercollegiate sports: soccer and cross country for the fall and golf and baseball for the spring. In the wake of the District's reorganization of faculty and staff, the sports (soccer and cross country) scheduled for the fall semester had to be cancelled. Enrollment in the spring sports was consistent with previous years.

The golf team was runner-up for the conference championship. One of the College's players, Bobbie Burns, won the State individual championship. These sucesses were achieved in spite of the program's lack of facilities. It is hoped that this handicap will be remedied in the near future with the construction of the new campus.

Community Services

As of April 1, 1986, community services at Mission College was incorporated into the Community Services Program at Los Angeles Pierce College. This move still allowed Mission College's Traffic Violator School to continue, with classes offered on Saturdays. The program served 1,037 individuals, generated an income of $20,740, paid out $5,515 for teacher salaries, and finally realized a profit of $15,225. Because of the curtailment of the Mission program, no special events were held.

Planning, Research and Development

Long-range Planning

The College Planning Committee was established by the Executive Council in October 1986, and was comprised of representatives of the clusters, the senate, the faculty union, the administration, the classified staff, and the ASO. The chairman was the college president. The Committee met weekly during the fall to develop the College's Strategic Plan.

All of the college groups and each faculty member individually were invited to participate in the revision of the College's goals and the establishment of the objectives which would be emphasized during the five-year period 1986-90, to achieve these goals.

Many individuals and groups at the college responded by providing suggestions. All of these were considered by the Goals and Objectives Task Force and then by the full Committee.

The College Planning Committee submitted its recommendations for a set of revised institutional goals, as well as strategies and objectives for the period 1986-90, to the Executive Council. The Council deliberated, revised, and then unanimously approved the goals, strategies, and objectives contained in the strategic planning document.

The Committee continued to meet, to re-evaluate and revise the strategies and objectives as necessary. It was agreed that a set of objectives is worthwhile only if they contribute to the practical decisions that are made about the operations of the College. The Committee was responsible for assuring that the objectives were used in the allocation of funds and the planning of the facilities for the permanent campus. It was well suited to accomplish this task because it was specifically responsible for determining the planning of the non-state-supported facilities at the new campus, and many of its members also served on the College Budget Advisory Committee.

In developing strategies for 1986-90, the Committee did not attempt to limit the objectives only to those which the College could realistically expect to be funded from the revenues which were projected for the four-year period. The current uncertain status of community college funding in California makes such projections difficult. Also, the strategic planning process was seen as a way for the College to do some dreaming and hoping. Finally, the process served as a means to propose programs and projects that could be used as a basis for seeking out special funding from governmental and private sources.

The second major project for the Committee was to plan additional facilities for functions not to be housed in the State-supported instructional/administration building at the new campus. This task was assigned to the Campus Development Subcommittee, which worked diligently with the architects to develop plans for two additional buildings. The design was reviewed by the Chancellor, who enthusiastically endorsed the project. The College has been working with the Vice Chancellor of Business Services and his staff to develop the final budget for the project. Some important decisions on the allocation of the $23 million of total funding still need to be made.

The College also reviewed the design of the instructional/administration building, particularly the laboratory spaces, and found that some changes had to be made. Faculty and staff worked with the architects to make the changes.

Research Projects

Mission College was selected by the Ford Foundation to develop a longitudinal study that would track potential students from the time they first enroll and indicate an interest in transferring to a four-year university. The thrust of the longitudinal study will be to select a random sample of students and track them throughout their residency at Mission College. The study will examine such factors as internal and external forces that prompt or inhibit a transfer to a four-year university. Students will be selected from first-time entrants who enroll in the PACE and ESL programs. The study will be conducted in close cooperation with the Educational Testing Service (ETS) of Princeton, New Jersey, and will have the full support of the District Educational Research and Development Division. While this project will be minimally funded, it is hoped that it will attract a larger grant after the first year of the study is completed.

Special Fund Development

Again this year the College was able to assign an administrator about one-fifth time to work on resource development. Besides the continuing projects, which included EOP&S, VEA, Handicap, and Bilingual Programs, the College was successful in obtaining a grant from the Fund for Instructional Improvement to provide training of in-home care providers for the elderly. Another grant was obtained from a private foundation to provide tutoring and instructional assistance for handicapped students. The State Chancellor's Office provided funds for a Foster Parent Training Program which included a one-unit course, a community seminar, and share-and-care groups. A resource directory for foster parents was published and distributed.

Proposals have been prepared for submission next year to the Weingart Foundation for the Handicap Program, to the state for a new child development facility, and to the Private Industry Council for a project to train people in industry. The College has now completed the job of establishing priorities, so that resources developed will fit its overall mission. Still, in order to take advantage of all possibilities, the College needs an administrator with enough time assigned to oversee the process of resource development, and to ensure that the needs and ideas of faculty and staff are matched with available resources.

Volunteer Program.

In this second year of the College's official participation in the Volunteer Worker Program, ten volunteer workers put in a total of 1,548 hours. The volunteers worked as clerical and administrative assistants; one was a licensed social worker. If these people had been paid at the prevailing rate for the duties that they performed, the cost would have been approximately $25,000. The goal for next year is to expand this resource in many areas that will benefit the College.

Accreditation

On December 1, 1986, Dr. George Faul, of the Western State Association of Schools and Colleges Accreditation Commission, visited Mission College and was presented with a set of college goals and objectives which had been revised and updated as recommended by the Commission last year. Dr. Faul reported to the Commission that the exception had been corrected, and that the College had fully met the requirements for renewal of accreditation. At its January 12-13, 1987 meeting, the Commission accepted the report and voted to renew the institutional accreditation of Mission College for another five years.

Community Relations and Marketing

Public Information and Student Recruitment

The College's 1986-87 program followed a pattern established in the previous year. Efforts were targeted toward various populations, including continuing students, high school students, business and industry, and the community at large. Specific groups were contacted within each of these areas whenever possible. The College utilized mailing lists for child development, real estate, legal assisting, chemical dependency, office administration, and PACE students. Newsletters were sent to residents throughout the college service area. Display advertisements were placed in the *Daily News, L.A. Times,* and local and independent newspapers. Catalogs and schedules were sent as requested by the community at large.

Articulation with Schools and Colleges

The College continued its active and productive collaboration with universities and secondary schools. Representatives from California State University, Northridge (CSUN) and University of California, Los Angeles (UCLA) were available to provide current information about admission procedures. Each counselor was assigned to a local feeder high school to promote the opportunities available at Mission College.

Letters were sent to LAMC students with thirty or more units who had indicated an interest in transferring to a four-year college, encouraging them to come in for counseling. These students were identified through the Project ACCESS Educational Planning Form, which each new student is given before entering college.

In cooperation with Los Angeles Harbor College, and with special funding provided by the Ford Foundation, Los Angeles Mission College once again participated in the publication of the Passport Directory. All minority students completing 25 or more units with a 2.0 or better grade point average were contacted by letter, requesting permission to list the student's name, address, phone number, major, etc. in the Passport Directory. This information was then sent to selected four-year colleges that had already agreed to actively recruit such students.

During the summer of 1986, the Office of the Vice Chancellor of Student Affairs at UCLA asked LAMC Professor Horacio R. Fonseca to conduct a preliminary field study of transfer students. The report included the nine colleges of the Los Angeles Community College District, and the El Camino and Santa Monica College Districts; it concentrated on ethnic minority students transferring to UCLA.

The report revealed that although the number of minority students transferring from community colleges into the UC system is increasing; some colleges with large numbers of such students are not giving them sufficient attention and guidance as they go through the transfer process. As a result, many fail to transfer. The study was distributed to the Chancellor's Office of the LACCD as well as the Office of Undergraduate Admissions at UCLA.

Contacts with Business and Industry

In the summer of 1986 Los Angeles Mission College, in cooperation with the Bendix Corporation, held a one day conference for local employers, entitled "Supporting

Business Excellence Through Education". Over sixty employers attended and were given information about programs and services available.

The company-based information training program at Price Pfister continued for the third year.

Additional Outreach Classes

Outreach classes included mathematics at California State University Northridge, chemical dependency at the Medical Center of North Hollywood, family and consumer studies at the Veterans Administration Hospital and the North Hollywood Senior Center, and finance at Bank of America. The PACE Program continued teaching classes throughout the San Fernando Valley and Los Angeles.

Administrative Services

Facilities

Major facilities projects this year included remodeling of the Huntington building to accommodate the child development program. A new bathroom was installed, along with kitchen cabinets, a ~~play area~~, fences, offices and a storage area. The telephone operator's area was also remodeled to include new space, counters, cabinets and walls. Time clocks were installed on the air conditioning units at the Kalisher complexes, which are 90% complete, and the counseling area gained a new counter and cabinets.

These and numerous other tasks were accomplished in addition to regular maintenance work by an A-shift staff of three employees.

The Bookstore is a specialty store with customers primarily restricted to students and staff. It has a long standing good neighbor policy, and does not knowingly carry any merchandise that may directly compete with local stationery and department stores. The product mix of the College's store is 94% textbooks and 6% non-textbooks, while the national standard for such campus-based stores is 70% and 30% respectively. Stores which meet the national standard are most likely to show a profit.

The Bookstore processed textbooks for over 600 classes, issued over 1,000 purchase orders and maintained extended operating hours during peak registration periods. The store produced over $383,000 gross sales, a positive increase of 37% over last fiscal year. The major contributing factor was the College's strong PACE program.

While the bookstore manager position was budgeted but not filled, the administrative function was carried on as normal by the College Fiscal Administrator.

Plant Maintenance and Operations.

The College operated in 12 leased locations, occupying 90,400 square feet of full-time facilities. Operations continued without a senior custodian. Plant Facilities operated with only a .5 intermediate clerk stenographer position. The Department performed numerous staff relocations throughout the campus. In addition to the normal duties of shipping and receiving, an inventory procedure was implemented for all campus computer and electronic equipment.

The continued lack of appropriate funding allowed only passive measures to implement energy conservation. Despite rate increases, energy costs were close to last year's.

Fiscal Operations

The Fiscal Operations Office expanded its administrative and managerial functions this year while its staff allocation remained limited. The Office performed three major functions: collecting and managing all campus funds, and protecting fund integrity. The Office processed over 12,500 student registrations, of which 3% were financial aids-related, 4% were credits, and 12% were drop fee activities. In addition, it issued approximately 920 refunds; 96% were registration-related and 4% were financial aids.

All funds collected were deposited to the banks designated by the District the following day. The process of tabulating, reconciling, and reporting placed great demands on the unit. Resources were severely strained in trying to accomplish these tasks, especially during peak registration periods. At the same time, staff were consistently being interrupted to serve as cashiers. As a result, individual staff's normal routine responsibilities became secondary. They were either postponed or delayed. Such measures impaired every function in the Office. The clerk bookkeeper position was budgeted but unfilled.

Funds from all sources were audited by various governmental agencies, district auditors, and outside contract auditors. Upon being allocated, funds such as EOP&S, VEA, child care, bookstore, ASO, bilingual, handicapped, journalism, general funds and special funds became the responsibility of the Fiscal Operations Office.

The Associated Student Organization president and other officers were charged with responsibility for its financial affairs. The College Fiscal Administrator served as the custodian of the ASO fund as designated by the Board of Trustees. The scope of his responsibilities included fund investment, budget, expenditure and accounting. The Board held the same administrator responsible for the ASO's revolving cash fund.

All administrators, staff and faculty reported time worked and time variance to the Fiscal Operations Office. Time reported was verified against class schedules and time sheets for accuracy. Also, all Bookstore purchases, credit adjustments, collections, budget planning and overall management were overseen by the Office.

Security and Safety

The College Police succeeded in meeting their goal of maintaining a safe campus. There were no reported crimes against persons. The 24 reported incidents represented an increase in total number of reports over 1985-86. All involved loss or damage to property. The dollar value of loss nearly doubled: however, the loss to district property was only $1,980 out of a loss/damage total of $7,083.

A new program to fill vacant officer positions districtwide allowed Mission to acquire a new trainee. This required that one of the two regular officers devote most of his time and effort to training. Lack of funding caused the police clerical position to remain unfilled. This caused a hardship on the staff and reduced the effectiveness of the Police office by compelling the captain and officers to perform clerical duties. With the current level of staffing (including clerical), it is impossible to comply with new laws and regulations in the area of safety, particularly where hazardous materials are concerned.

A used highway patrol vehicle was purchased for the College out of the District Office Police budget. The College Police now have two patrol vehicles with which to patrol the extended campus. They are five and six years old, respectively, and each has been driven in excess of 90,000 miles.

Staff Relations and Development.

The college staff development officer kept both faculty and staff informed about all in-service training and staff development activities that occurred this year at 11 locations around the District. In addition, two sessions on the new W-4 forms were presented at Mission and had excellent turnouts. The affirmative action representative served on all selection committees for new employees. The College met affirmative action goals in most areas and continued to make every effort to assure equal opportunity for all new positions that were filled.

SUMMARY

The year 1986-87 was one of great accomplishment for Los Angeles Mission College. The enrollment grew by better than 40% from Fall 1985 to Fall 1986, and Weekly Student Contact Hours grew by more than 60% in the same period . While Spring 1987 enrollment growth was not quite as dramatic, the College had already grown between Fall 1985 and Spring 1986. Even so, Spring 1987 enrollments showed a respectable increase of 20% and the WSCH went up by 26%.

Two new programs achieved a particularly large growth. In one year, from Fall 1985 to Fall 1986, the College developed the largest PACE program in the district. Harbor College had been offering PACE for several years before, but could not match the growth attained by Mission in only one year. The several other LACCD colleges which started PACE programs provided strong competition, but were not able to approach the Mission achievement. Another new program at Mission College was Legal Assistant, which was only recently approved by the State as a full-fledged occupational program. It experienced tremendous growth in 1986-87.

New programs were not the only ones to grow, however. Sizeable increases were also achieved by chemical dependency, business data processing, child development, cooperative education, developmental communications, office administration and real estate. The increase in enrollment has been achieved with practically no increase in faculty FTE, staff positions, or budget. This means that the College has achieved a large increase in productivity, as measured by the WSCH per faculty FTE. Correlated to this has been a sharp decline in unit cost, as measured by dividing the total expenditures of the college by ADA.

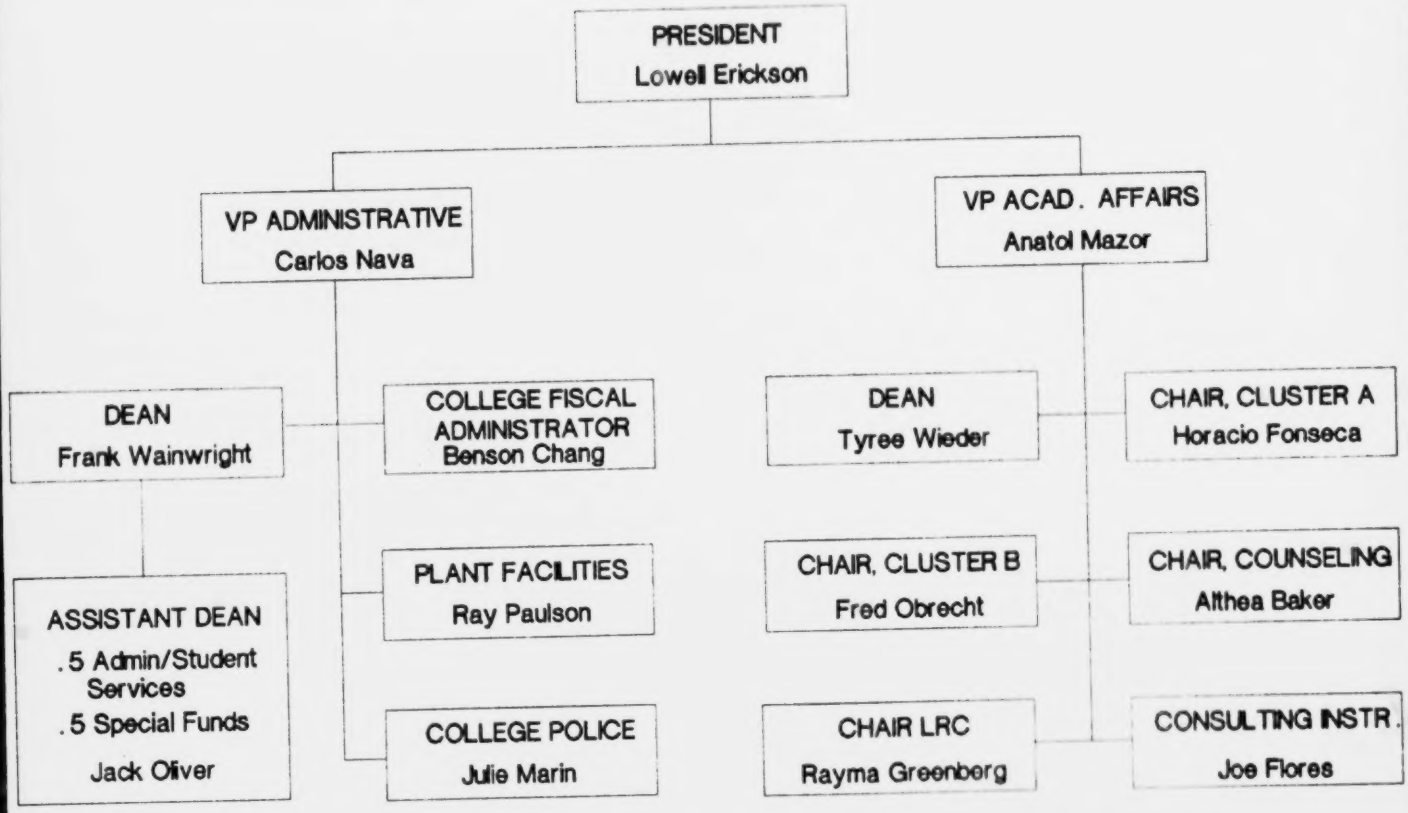
In 1984-85, Mission's productivity was the lowest in the District, and its unit costs were the highest. In a short two-year period the College was able to lower unit costs to a

point close to the district average. It may be that Mission has economized too fast, since the District has not provided the budget to properly respond to the College's tremendous growth.

With the assistance of a great many faculty and staff, the Planning Committee developed a strategic plan for the college, including revised goals and a set of strategies and objectives for the 1986-90 period. The strategic plan was approved by the Executive Council in November and was submitted to the Accreditation Commission to satisfy the final requirement for reaffirmation of Mission's accreditation, which was the establishment of goals and objectives for the College. The accreditation process that had begun in Spring of 1984 was finally and successfully concluded.

In June 1987, the Governor signed the State's 1987-88 budget which included $8.5 million for the instructional/administration building on the new campus. This, along with the funds already available, will amount to a Phase I construction budget in excess of $23 million. Thus, at the end of the 1986-87 academic year, the period of hoping and planning for a new campus has finally ended. Now that funding has been approved, the permanent campus of Los Angeles Mission College will become a reality.

LOS ANGELES MISSION COLLEGE
ORGANIZATION CHART 1986-87



LOS ANGELES PIERCE COLLEGE

THE COLLEGE

Community Served by the College

Pierce College is located in the western portion of the San Fernando Valley, approximately 25 miles from the center of the City of Los Angeles. The College serves the communities of Agoura, Calabasas, Canoga Park, Chatsworth, Encino, Granada Hills, Northridge, Porter Ranch, Reseda, Tarzana, West Van Nuys, West Hills, Winnetka, and Woodland Hills. The 1985 census indicated that the ethnic characteristics for these communities were 83% white, 10% Hispanic, 4% Asian, 2% black, and 1% other. During the Fall 1986 semester, the ethnic composition of Pierce's student population was 74% white, 8% Hispanic, 11% Asian, 3% black, and 4% other. A comparison of the service area and student populations reveals that enrollment percentages were slightly higher among non-white groups. Residents of service area communities are fairly affluent, and many are employed in computer, electronics, and aerospace industries. Continuing development of industry and business to the west and north of the campus is bringing about significant changes in the educational needs of the west valley communities.

In 1986-87, Los Angeles Pierce College had the largest enrollment of any college in the district. The Fall l986 census enrollment of 18,513 represented 18% of the total district enrollment. The College reported the highest percentage of whites (74%), the highest percentage of students under 25 years of age (59%), and the highest number of transfers to public California universities than any other college in the District. As in other colleges, female (52%), part-time (70%), amd day students were in the majority.

The years from Fall 1982 to Fall 1985 saw a decline of 27% in college enrollment and 25% in college WSCH. This three-year trend turned around in Fall 1986 when the College showed a 6.4%increase in enrollment and a 4.4.% increase in WSCH. The reasons for these increases are many and complex, and include the new college calendar, effective marketing efforts, overflow from the state university system, recovery from the imposition of the enrollment fee, and other changes. Particular segments of the student population increased at above-average rates. These groups included

Asians (+9%) and blacks (+14%), students 25 years of age and over (+8%), full-time students (+10%), freshmen (+9%) and evening students (+13%). All categories of students showed some increase except the total number of sophomores, which dropped 1%. It is the opinion of the College that, at the present staffing level, enrollment has reached its maximum and further growth is possible only with a significant increase in the number of faculty.

The fiscal problems faced by the College during 1986-87 mirror those faced by the District and its other colleges. The existence of the enrollment cap will prevent the College from receiving state monies to recover former enrollment levels. Declines in enrollment and funding have resulted in a parallel reduction in the quantity, and in some cases the quality, of services available to students. Nevertheless, this year Pierce College was able to carry out its misssion, although this is becoming increasingly difficult.

Mission and Function Statement

During the 1984-85 academic year, the College initiated a study to evaluate its mission and function statement. The College adopted the following revised statement:

Los Angeles Pierce College, with its inviting open-admission policy, is committed to quality education and to providing the community with diverse and enriching activities. This mission is achieved through the following functions:

1. Pierce College provides lower divison programs for students wishing to pursue baccaluareate degrees at universities or other institutions of higher learning.
2. Pierce College provides a variety of occupational and professional programs for entry-level employment and the upgrading of existing skills. The College also provides opportunities for retraining in new careers as well as other unique educational partnerships with business and industry.
3. Pierce College offers students a variety of courses in response to their individual needs for general education and other opportunities for personal and cultural growth.

4. Pierce College provides opportunities for students who are physically disadvantaged, for students who have limited English-speaking skills, for students who are especially gifted and talented, and for students who qualify for financial assistance.
5. Pierce College offers students preparation for successful learning through educational and career counseling, placement testing and guidance in program selection, and developmental programs for students who need to improve their learning skills.
6. Pierce College responds to local needs and interests with a variety of non-credit extension classes and recreational opportunities to enrich the personal life of the individual and enhance the social and cultural life of the community.

College Goals

In pursuit of its mission and functions, specific College goals are:

1. To preserve the central campus bounded by Winnetka, Victory, De Soto, and Oxnard for the support of existing and future college programs.
2. To nurture a feeling of belonging, involvement, and sharing in the process necessary to reach college goals and personal fullfillment.
3. To improve the communication network to enhance understanding, participation, and decision making.
4. To work with the community as educator, as provider of services, as neighbor, and as a partner in community development.
5. To further develop the variety of high visibility performing and visual arts while integrating college activities with the cultural development of the West San Fernando Valley.
6. To develop and implement a plan to distribute and decentralize decision making to its most effective level.

7. To improve the appearance, safety, comfort, and cleanliness of the campus, while preserving the rural atmosphere.
8. To develop and implement a coordinated plan to acquire state-of-the-art equipment through fund raising, Vocational Education Act (VEA) monies, grant proposals, industrial liaison, and non-traditional sources.
9. To maintain a facilities plan to meet the needs of the College.
10. To develop and implement a strategic management plan to be used in program evaluation and resource allocation.
11. To attract the community to the many opportunities and quality programs of the College.
12. To provide up-to-date and comprehensive occupational programs so that students can be valued employees.
13. To maintain a functional level of staffing in academic programs and support services in accordance with affirmative action principles.
14. To encourage students and student organizations to assume academic, social, cultural, and recreational responsibilities.
15. To maintain a transfer education program from which students can transfer to a university with full academic parity.

College Organization

During 1986-87, the President reorganized the certificated administrative staff. A new position of Dean of College Development was created to report directly to the President. The responsibilities of this position will include the College Foundation, grants, and fund raising. Also, the counseling function was moved from the Dean of Academic Affairs to the Assistant Dean of Admissions and Records. One assistant dean position was moved from Student Services to Academic Affairs. The athletic function moved to Academic Affairs with this position.

A chart illustrating the organization of the College at year's end is presented on the final page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The instructional program continues to be outstanding in quality and in variety. However, problems have developed in some disciplines because of the disruptions caused by layoffs and involuntary transfers, and because some instructors were assigned to teach new subject areas. Difficulties in maintaining appropriate classified staffing levels continue to affect college-wide capabilities, and in general have made sustaining the instructional program more difficult.

The first census enrollment for the Fall 1986 semester increased 6.4% over the Fall 1985 semester. Weekly Student Contact Hours (WSCH) rose 4.2% and the WSCH/FTE rose 6.1%, from 462 to 490. These increases were accomplished in spite of a reduction of l.7% in instructional FTE. Several thousand students were unable to enroll in classes of their choice. Further growth in enrollment will depend upon increases in the instructional staff and support services.

Transfer

The College continued its emphasis on the transfer curricula in 1986-87, and continued to rank high in the number of transfers to the University of California and California State University systems. Several programs support the transfer function.

The Honors Program, reorganized as the PRIDE Program, entered its second year. This program was designed to attract the highly motivated student who wants to maximize his/her preparation for transfer to a four-year college or university. Participants in the program receive priority registration, enrollment into special PRIDE classes, early bookstore privileges, special counseling services, use of the PRIDE lounge, recognition of completed honors classes in the student's permanent record,

and other services. Over 125 students participated in the PRIDE program in 1986-87.

Pierce College continued its participation in the Transfer Alliance Program, sponsored by the University of California, Los Angeles,(UCLA). Students are redirected by UCLA to Pierce College to complete their lower division work. If these students maintain a 3.0 overall grade point average, carry a minimum of twelve units per semester, complete 56 units of transferrable work in two years, and complete six of the PRIDE Program classes, they are guaranteed priority admission to the College of Letters and Sciences at UCLA.

This year saw the beginning of the of the Pierce Project for Adult College Education (PACE) Program. PACE is a five-semester, 61-unit curriculum designed to meet the needs of students who are working full-time. At the end of the five semesters, these students will have earned their Associate degree and will have met the requirements for transfer to the California State Universities and other four-year institutions. Each semester PACE students enroll in 12 units presented as a theme. The courses are team-taught in an interdisciplinary environment. The theme for the fall semester was "American Mosaic" and Spring was "Culture, Community and Identity". Beginning with the spring semester, PACE students were required to achieve the English 28 level on the ACCESS or English Placement Exam.

The natural sciences are taught in the departments of Chemistry, Earth Science, Life Science, and Physics. This year these departments experienced a loss of 5% in instructional FTE and a 6% reduction in WSCH. The most significant reductions in WSCH occurred in biology, anatomy and meteorology. To a degree, reductions in biology and anatomy WSCH reflect a declining applicant pool for the nursing program. Major increases in WSCH occurred in physical science and astronomy.

The Chemistry Department hosted a seminar series featuring chemists from several major universities and research facilities. On Saturday, March 21, the Department sponsored a symposium on chemistry education. The seminar was co-sponsored by the District, the American Chemical Society, the Society for College Science Teachers and the California Association of Chemistry Teachers. The meeting featured Dr. William Lipscomb, Nobel laureate from Harvard University, and other speakers from Cal Tech, North Carolina State, UCLA, Harvey Mudd, and California State University Los Angeles (CSULA).

The Life Science Department conducted a series of one-unit weekend field courses in natural history. This year marked the first international field course in marine biology at Bahia de los Angeles, Mexico, over the Thanksgiving vacation. Several items of

equipment were obtained by the Department during the year, including a donated 100 gallon saltwater aquarium for the Natural History Museum and a dual-head research grade phase contrast microscope, which allows students to view slides at the same time as the instructor.

Several new instructors were reassigned to Pierce College in the social sciences for a 4% increase in instructional FTE. The disciplines most greatly affected were history, sociology, economics, and psychology. These four areas also showed increases in WSCH, while social sciences overall experienced a 17% increase.

The humanities also enjoyed major increases in enrollment. With a 13% increase in instructional FTE, these disciplines returned the same increase in WSCH. Substantial growth occurred in Spanish, humanities, cinema and photography. The Art Department began the academic year with a newly remodeled Art Gallery, which expanded the usable wall space. The Art Slide Library was upgraded and reorganized through the support of a special Associate Student Body Organization (ASO) grant. The Department received new kilns for ceramics. The Foreign Language Department scheduled two weekend retreats at Camp St. Nicholas in Frazier Camp. These retreats enabled students to become immersed in French, German, Italian, or Spanish. Over 250 students participated in these events each semester.

During the Fall semester the staff of the *Roundup*, the college newspaper, attended a Southern California Journalism Conference at Cypress College and earned twice as many awards as the second place college. This marks the fourteenth consecutive year that Pierce College has won more awards than any other participating college. This performance was repeated in Santa Cruz at a regional competition sponsored by The Society of Professional Journalists, Sigma Delta Chi, where the *Roundup* acquired seven awards, the most won by any participating school.

The Theatre Department continued to present many fine performances, with *Rashomon*, *Museum*, and *Winnie the Pooh* in the fall, and *Bus Stop*, *The Young and the Beautiful*, and *Orpheus Descending* in the Spring. *Museum*, by American playwright Tina Howe, looked at a series of people viewing an art gallery. The props, including face and body and unconventional sculptures, were created by instructors from the Art Department, some of whom acted in the play. *Museum* also played a special invitational performance at the Los Angeles County Museum of Art.

The student demand for English classes continues to exceed the ability of the College to offer adequate numbers of courses in the subject. This trend is expected to continue with the implementation of matriculation and the interest on the part of the faculty in

establishing English prerequisites for many transfer classes. The English faculty increased by 8% this year, while English WSCH increased by over 23%.

The Intercollegiate Forensics Program was reintroduced after a three-year hiatus. A storeroom was converted into a forensics squad room. The squad has competed in several competitions, including the Phi Rho Pi National Championship Forensics Tournament at Odessa, Texas, where the Pierce team picked up a gold medal for a speech in the entertainment category. A silver and two bronze medals were won in other areas. The Speech Department also acquired new video equipment for use in the program.

The Math Lab moved into new quarters and several computers and printers were acquired. This equipment is being used to provide instructional computing for all math courses, for individualized instruction in arithmetic, and for test development by instructors. The Department instituted a calculus placement exam for all students enrolling in Calculus I. It is also evaluating the use of the ACCESS Elementary Algebra Test for math placement. The team from Pierce College placed fifth nationally in the mathematics competition sponsored by the American Mathematical Association of Two-Year Colleges.

Enrollments in health and physical education continued to decline in 1986-87. The Women's Physical Education Department introduced a physical fitness laboratory where students could choose among a series of activities such as aerobics, power walking and weight machines, and receive instruction in many areas of fitness and health. The annual Spring Dance Concert was a sell-out.

Vocational

The vocational disciplines at the College lost 9% of their instructional FTE. In spite of this, the WSCH declined only 3%, showing a significant increase in WSCH per FTE of 7%. Major increases in WSCH occurred in most business-related areas and in office administration, while declines were registered in agriculture, architecture, computer science, electronics, industrial technology and nursing. But with the exception of electronics, all of these disciplines suffered reductions in instructional staff, which may have contributed to their enrollment loss. All showed increases in WSCH per FTE.

The Agricultural Program at Pierce College continues to be one of the College's most unique resources. Community support for the farm is frequently evidenced by public response in the media towards perceived threats to the farm by the sale of Pierce

property. The preservation of the open spaces represented by the farm remains a priority of the highest order. During the year the President and the agriculture faculty have been reviewing the future of the agriculture curriculum and the associated use of farmlands.

A produce stand operated by Cicero Brothers opened on the corner of Victory and DeSoto, across from the Warner Center. This facility will generate revenue for the farm and will provide an outlet for the Agricultural Enterprise Program presently under development. In May, Pierce College sponsored a Veterinary Technicians Spring Seminar, featuring faculty from Kansas State Universiity and the University of California, Davis.

Growth in the office administration and business disciplines was bolstered by the expansion of data processing facilities. In December the Computer Applications Center was completed with 32 IBM Personal Computers and 5 printers. The Office Administration Department now offers ten 8-week courses in microcomputer applications, including the following courses introduced in 1986-87: Microcomputer Accounting Applications, Microcomputer Operating Systems, and Microcomputer Software Survey. The Business Department received 7 new computers and is awaiting remodeling of their physical facility to introduce its new computer laboratory. For its thirteenth consecutive year, the Department provided a free, walk-in tax assistance service for persons who earned less than $22,500 in 1986. This program was sponsored by the Voluntary Income Tax Assistance Program of the Internal Revenue Service.

The departments of Electronics and Industrial Technology continued to provide training of government quality assurance personnel under the Defense Contracting Administration Services (DCAS) program. This program now leads to a certificate in Electronics Manufacturing/Quality Assurance. New laser, fiber optic, and microwave equipment was received for use in the Electronics Program. The Computer Science Department received additional personal computers, bringing the number available in the microcomputer laboratory to twenty-two. Two color microcomputers are now available for classroom presentations. Data Products Corporation donated a laser printer and Prudential Insurance Company donated a PDP II/70 software package to the Department.

The Nursing Department was greatly affected by layoffs and reassignments. The number of applications received declined because of the adverse publicity regarding possible program closures in the District. The uncertainty of the number of faculty members utimately to be assigned resulted in fewer students being admitted to the program and a subsequent loss in WSCH. The physical facility housing Nursing

funds to bring a portable building to the campus during the summer to function as a nursing laboratory. The Program continues to provide high quality nursing education, and students continue to maintain an overall pass rate of 97% on the State Boards. With the nationwide nursing shortage, every Pierce nursing graduate received several employment offers from San Fernando Valley hospitals.

Developmental

With the increase in the number of students who speak limited English, and the decline among all students in basic skills proficiency, a demand for developmental activities has emerged. The faculty has become concerned with this function and has proposed that certain minimum English standards be established as prerequisites to transfer courses. Implementation of such a policy will require the creation of new courses and major increases in developmental instruction.

Non-Credit Classes

Pierce College Community Services developed the first Continuing Education Program to be offered by the College. With the cooperation of the Las Virgenes Unifed School District, l0 classes were placed at Agoura High School in the spring semester, attracting an enrollment of more than 400 students. The project was very successful and will be expanded in the future.

Faculty Achievements

Pierce College faculty were active in many fields outside the classroom this year. Jeff Cooper and James Lagerstrom, Speech, authored *A Syllabus for Public Speaking* and Forensics Handbook. Mr. Cooper addressed the CJCCA meeting in San Diego. A new edition of *English Composition* by Benson Schulman was published. Michael Cornner, Media Arts Chair, attended a week-long seminar at the Poynter Institute for Media Studies in St. Petersburg, Florida, on newspaper and magazine graphics and the use of color in print media. Prentice-Hall published *Creative Figure Drawing* by Art instructor Milton Hirschl. Raymond Wells, Life Science Department, completed his Ph.D. in Marine Biology at UCLA, and Stuart Fox completed a text in anatomy and physiology for W.C. Brown. Brahama Sharma of Chemistry published several articles and was

nominated as Chair of the California Chapter of the American Chemical Society. Lyn Clark, in Office Administration, conducted two workshops on the teaching of Business English and Communications for the San Diego Section of CBEA and for the San Diego Unified School District. Mary Ellen Guffey, also from Office Administration, presented a workshop entitled "Developing Communication Skills Across the Curriculum" before the Heald Colleges of California, and moderated a panel at the convention of the Association for Business Communication. Alfred Partington, Business, received an award for meritorious services from the California Certified Public Accountants Foundation for Education and Research. John Tontsch, Computer Science, received a grant from the Employer Based Training Panel of the State of California for implementation of a course in "Fault Isolation in Local Area Computer Networks." Finally, the College published a booklet entitled *A Professional Profile: Recognition of Achievement*, which presented the various professional activities of the faculty.

Library and Learning Resources Center

Insufficient funding and staffing continue to erode the ability of the Library and Media Center to serve faculty and students. The book collection is very deficient in books published within the past few years, and the periodical collection does not meet the needs of the college community. The staffing level is minimal and any further reductions will bring about closure of the Library during normal school hours. The Media Center shared many of the same problems. The loss of a clerk-typist position caused a serious backlog of clerical work. The activities of billing, filing, film ordering, and check-in were inadequately performed. Aging and disrepair of all audio-visual equipment severely restricted the use of audio-visual materials in the classroom. Major efforts to resolve these problems are being planned for 1987-88. The College has adopted plans to remodel the Media Center lab into a Language-Humanities Laboratory Facility, which should be operational in Fall 1987.

Student Services

Admissions and Records

The problems of chronic understaffing continues to plague the Admissions and Records Office. Functions required by the District and State were not performed in a

timely manner and services to the students and community have been severely curtailed.

Automation of admissions and records functions continued with the implementation of an on-line transcript system. This will go far to reduce the unacceptably long time required to produce transcripts. Pierce College has decided to use the system to produce transcripts for work completed from 1974 onward. However, this does require the coding of past computer records. The new five-dollar emergency fee has proven effective in handling the problem of immediate transcripts, although the new system does not permit immediate transcript retrieval. Funds collected for emergency transcripts are being used to hire additional sub and relief personnel for transcript production.

The add permit was eliminated and replaced by the add sheet. Students wishing to add classes signed an add sheet in the classroom without having to stand in a long line for program changes. Microcomputers have been obtained and are being used for a number of clerical functions.

Counseling and Services to Special Clienteles

Personal, vocational, educational and career counseling was provided on both a walk-in and an appointment basis. An average of 1,200 students were counseled each month, in addition to special counseling at registration and group counseling in advisement sessions. The counseling staff offered weekly workshops on UCLA and California State University Northridge (CSUN) transfer, with their counselors available to Pierce students once a week.

The Career Center began a cooperative program with the Career Counseling Graduate Program at CSUN, in which an intern came to Pierce to provide career planning assistance to students. A shadow program was initiated whereby students could visit a person on the job in order to observe his or her work. The Center also reviewed a set of vocational biographies donated by the Woodland Hills Rotary and a new set of microfiche to update and extend the college catalog library.

Extended Opportunity Programs and Services (EOP&S) was able to increase the number of students served. Several EOP&S Workshops were given, covering such topics as "Surviving Financial Aid," Study and Exam Skills," and "Job Hunting and Resume Writing." Recruitment activities were increased, especially in the Hispanic community.

The Special Services Office served 499 disabled students in 1986-87. Of these, the two largest categories were physical disability (mobility), with 154 students, and hearing impaired, with 159 students. The pre- and post-testing for the Special Education English was revised. A new vocabulary development course for deaf students, taught entirely by computer, was introduced in the spring. The assignment of a new Learning Disability Specialist has revitalized this important program. Pierce students also sponsored the Miss Deaf Pierce Contest, and the winner participated in the state competition.

The Women's Center continued its fine work with the returning adult population. A new scholarship for single parents brought the total number of scholarships available through the Center to thirteen. The Center provided weekly counseling, a Returning Student Support Group, and an Evening Support Group, plus free legal advice throughout the academic year. Special programs included topics such as "Stress: Self-Assessment and Coping," "Assertive Communication Skills for Women," and "Celebrating Women's History Week."

Gender Equity is a federally-funded program assisting students with vocational majors. During 1986-87, the Program provided special classes to assist qualified students with career planning, job seeking, resume writing, assertion training, and communication skills. It also furnished information about campus programs, activities and support services. A Career Exploration Program provided visits to job sites to let students observe specific work environments. Gender Equity also conducted workshops and reviewed campus literature, films and textbooks to insure that they were free of gender bias.

Mayor Bradley designated October as "Displaced Homemaker's Month." Lucky supermarkets printed information about the program with the phone number of Gender Equity on their grocery bags. Special activities at Pierce included weekly noon workshops, free legal advice, personal counseling, career planning, weekly support groups, and special classes in enhancing self-esteem and job seeking skills. Three vocational training courses were offered: Office Occupation Refresher Course, Bookkeeping Fundamentals, and Introduction to Industrial Education.

The Pierce Foreign Students Program continued to grow in 1986-87, serving 254 students from 48 countries. The largest groups were from Iran and Japan. The Program provided a special foreign student counselor plus many social and cultural activities. The grade point average and transfer rate of the foreign students continued to be higher than those of the overall student population.

Financial Aid

The Financial Aid Offices in the District were decentralized at the beginning of the academic year. A majority of the workload was transferred back to the campus Financial Aid Office. To accommodate this work load, the campus staff was increased from three to six full-time positions. The decentralization has resulted in faster processing time and better service to the students.

During 1986-87, the Financial Aid Office processed approximately 200 Guaranteed Student Loans and 500 student aid applications, handled about 6,000 telephone inquires, distributed about 2,000 handbooks, and processed 300 emergency book loans and approximately 800 fee waivers, credits, and deferments.

On June 2, 1987, a fire destroyed all of the equipment and many of the files in the Financial Aid Office. However, no student will lose money as a result of the fire. Staff from the Central Financial Aid Unit are assisting the college in reconstructing 1986-87 records so that the Pierce staff can concentrate on 1987-88 applications. The Office is operating out of a temporary trailer until its structure can be rebuilt.

Support Services

The Study Skills/Tutorial Center served 821 academically high-risk and limited English-speaking students in both individual tutorial and workshop programs. With additional students, the total came to 20,107 hours of service. Five hundred and thirty-six students earned course credit through work in the program. Programs geared for students with special needs were expanded, especially for limited English-speaking students and physically and/or learning handicapped students. Two VEA grants were awarded to the college for educationally disadvantaged and limited English-speaking students in the vocational areas. The Center's Computer-Assisted Instructional Program was expanded with the addition of new computers and software, including three original programs developed by the Center staff. The Center also assisted in satellite tutorial programs in a number of departments: Agriculture, Chemistry, Computer Science, Foreign Language (Spanish), Industrial Technology (Numerical Control), Mathematics, Nursing, and Physics. Enrollments in Supervised Learning Assistance 900 and Developmental Communications 22 and 24 enabled the program to claim over 2,000 WSCH from the state of individualized instructional services. Evaluation, tracking and research data indicates that about 90% of students served in

the program improve measurably in academic performance and retention as a direct result of participation in the program.

Although the Placement Office is no longer funded by the District, it was maintained by the ASO, which funded the salary of a part-time employee. During 1986-87, the Office received over 4,000 job listings and served some 4,000 students. A microcomputer was purchased for the program.

Student Activities

The Associated Student Organization continued to make significant contributions to the funding of co-curricular activities. Among the many activities of the ASO in 1986-87 were the Dean's List Reception, Teacher and Staff Appreciation Banquet, EOP&S Awards and Recognition Banquet, the Ethnic Cultural Center, Art Gallery and exhibits, noon music concerts, *The Bull,* the Career and Job Fair, the Forensic Team, High School Counselors Conference, Foreign Language Retreat, Job Placement Center, Peer Advisors for Counseling, and many more services. A highlight of the year was the AIDS Lecture Series which brought to the Pierce campus several specialists from the UCLA Schools of Public Health and Medicine, and the Los Angeles County Health Department. The ASO sponsored the commencement exercises with Chancellor Joshua Smith as speaker.

The changes in personnel procedures with regard to coaching created great difficulties for the athletic program, and resulted in the elimination of football and men's basketball. Sports fielded during the fall included men's cross country, water polo, and wrestling, and women's cross country, and volleyball. In the spring, teams competed in men's baseball, golf, swimming, tennis, and volleyball, along with women's swimming and tennis. All teams did well in both conference and non-conference competition. The women's tennis team ended in second place in conference. One swimmer was named to the All-American Team. The men's tennis team was ranked number two in the state and won their conference.

Funding continued to be difficult for the Athletic Program. A Big Band Benefit Dance was held at the Sportsmen's Lodge to raise money. The Program continued to run the concessions for the approximately l0,000 people who attend the Fourth of July show and fireworks display.

Community Services

Classes

In 1986-87, Community Services offered a wide variety of recreational, cultural and not-for-credit educational experiences to provide alternative learning and leisure-time activities for residents of the community. Short-term offerings addressed the need for personal growth, career development, recreational and special interest programs. Many classes offered continuing education hours for relicensure, job upgrading and promotion. Students of all ages attended 1,406 classes. Enrollments exceeded 24,500, an increase of more than 12% over the previous year.

Ten off-campus sites housed activities for citizens seeking classes in their neighborhoods. Over 1,000 new Gold Cards were issued to senior adults, bringing the total cards issued to date to more than 10,000. While the program was limited by fiscal and campus constraints, careful management permitted some increases in the size and scope of the program. Maximum participant contact increased the income generated for 1986-87 by more than $45,000. The District's requirement for self-support was realized.

Events

Because of fiscal limitations, only two community events were sponsored during the year: the ninth annual "Sounds of Christmas" concert and a Summer Youth Musical, "Fame." Although cultural offerings were reduced in scope, innovative methods of financing these presentations, such as shared-house percentages with artists or companies and cosponsorship with on-campus groups and community agencies have ensured continued cultural programming.

Special Services and Facilities

Evening and weekend open-recreation programs were maintained at the same level as 1985-86. Active participation and articulation with community groups and organizations

contributed to increased communication and awareness of the College and the Community Services program. More than 11,500 children and adults from the greater Los Angeles area were conducted on 440 guided tours of the Pierce College Farm, and the summer "Day on the Farm" program offered 141 tours for 2,181 children from schools and camps. Community Services and the Agriculture Department are working together to develop a petting farm, which would attract more people to the tours.

Planning, Research and Development

Long-Range Planning

In 1984-85, Pierce College developed a statement of missions and goals. In 1985-86, a subcommittee of the Mission and Goals Committee was assigned the task of looking at communications, decision making and management. Discussions within the subcommittee laid the groundwork for a strategic planning and management process. This year, a strategic plan was developed and discussed by the Planning and Development Committee, Departmental Council, and the Academic Senate. The first steps of the new strategic planning process will be initiated in 1987-88.

Special Fund Development

Special fund development and Foundation activities were reorganized under the newly created Office of College Development, headed by a dean. A major project of the Foundation for Pierce College has been the creation of an alumni association. The Annual Recognition Dinner was very successful, and income from the event increased significantly over the previous year. The Jazz Concert, another fund raising event, was also quite successful.

The Office of College Development identified $6.3 million worth of projects for the College and specific departments. Over $50,000 was collected of the $75,000 needed to construct the modular building that will house a Nursing Skills Laboratory. Funding was obtained from the Fund for Improvement of Post-secondary Education (FIPSE) for Gender Equity, the Fund for Instructional Improvement (FII) for Handicapped Services, and Employment-Based Training (EBT) for computer science. Several grant proposals

were submitted, including one to the Sears Roebuck Foundation for partnership with business and industry and in-service training for vocational instructors and counselors.

Community Relations and Marketing

Public Information and Student Recruitment

Major strides were made this year in the development of a college marketing effort. For the first time, the marketing and recruitment function was placed under a single administrator, the Dean of Student and Administrative Services, and a budget was assigned under a specific activity code. The College's marketing activity moved away from relatively inefficient and expensive mass mailings to strategies focusing on specific market segments.

The first task in 1986-87 was the production of recruitment materials. With a grant from the District Chancellor's Office, a new brochure was produced. Designed by the District graphic artist, its design was subsequently adopted for other recruitment literature. A portable display unit was purchased with funds from the ASO $2 Committee. Other materials obtained included new stationery with the new Pierce logo, literature holders, an automatic label dispenser, and a return card. An advanced photography student was hired to produced a portfolio of photographs to use in recruitment literature, the College Catalog and Schedule of Classes. Computer software including dBase III was purchased for the development of mailing lists. A form was introduced for the capture of names and addresses of people calling the College for information.

Advertising efforts included distribution of the preprint and modified schedule to all households in the west San Fernando Valley. However, the effectiveness of these documents was greatly diminished by lack of integration with the rest of the College's marketing program. Ads were placed in the Los Angeles Times, Daily News, Greensheet, Jewish Journal and the San Fernando Valley Gazette, and 85 one-minute spots were run on KGIL radio. However, a follow up survey demonstrated the relatively low return on the dollar for these types of mass communication efforts. An expanded entry was placed in Patterson's Schools Classified. Displays were presented at the Fallbrook Mall and an Education Day sponsored by the Los Angeles City Department of Transportation. Pierce College also staffed a booth at the College Fair, sponsored by the National Association of Admissions Counselors at the Los Angeles Convention

Center. Special efforts were made to recruit in the Hispanic and Vietnamese communities through EOP&S.

Articulation with Schools and Colleges

The Relations with Schools Office was reassigned to the Dean of Student and Administrative Services. An outreach program staffed by two para-professionals was established at 12 feeder high schools . Through this program, a representative from the College made presentations in high school classes and met students both in counseling centers and informally outdoors during lunch.

The Pierce/Agoura/Calabasas Articulation Council was formed with the high schools in the Las Virgenes Unified School District. The Council's monthly meetings were attended by representatives from the administrative, faculty and counseling staff of the high schools and the College. Among the topics discussed this year were adult education classes; concurrent enrollment guidelines; the two-plus-two program in Automotive Service Technology, to be implemented in Fall 1987; the Educational Testing Service (ETS) Test Center at Pierce; and a Parents Night Program.

The Early Admissions Program continued into its third year. The goal of this program is to raise the awareness of high school students that Pierce College is a viable postsecondary educational experience. Students applied to Pierce College in the same time frame as they would apply to the University of California or a California State University. They received a formal acceptance letter and were invited to a Saturday Open House. Later, they attended special advisement sessions and registered for fall classes before the end of their semester in June. In 1986-87 over 1,550 high school seniors applied through this program.

A pilot Assessment/Advisement/Registration program was initiated to serve the Early Admissions students from the 12 largest feeder high schools. Students were given the opportunity to visit the College on a field trip, with transportation provided by the College. On campus, they completed assessments in English, reading and math, attended an advisement session with a counselor, and enrolled in their fall classes. Lunch was provided by the College. Approximately 800 students took advantage of this opportunity.

Contacts with Business and Industry

Contact has been maintained with business and industry through an active Foundation for Pierce College and the vocational advisory committees. A major marketing effort is under development for creation of a commercial mailing list.

Administrative Services

Facilities.

Construction progressed on the addition to the Auto Shop, but its completion date has been extended. A project planning guide was submitted to the state for the Nursing Building, but the project was rejected by the State Chancellor's Office. Interior design students from CSUN developed, as a class project, plans for the remodeling of the Admissions Office and adjacent hallway. The remodeling of the Media Center to create a new Foreign Language and Humanities Laboratory has been described above.

Plant Operation and Maintenance

The physical plant continues to deteriorate because of lack of maintenance funds and maintenance personnel. A fire destroyed the bungalow housing the Financial Aid, Cooperative Education, and Gender Equity Offices, and severely damaged a second bungalow where the *Roundup* offices were located. A new roof was placed on the Foreign Language Building, using deferred maintenance funds, and several small roofing projects were completed in-house. Sprinklers were installed near the Performing Arts Building. New high pressure lights were received for Shepherd Stadium. After the lights are installed in Fall 1987, energy consumption should be cut by at least 60%. There will also be a 33% increase in illumination, which will make Shepherd one of the best lit stadiums in the state.

Business Office

This year the Business Office studied the collection of cash at registration. It was decided that to ensure accountability, changes in operation and procedures were needed in the processing of enrollment and drop fees, non-resident tuition, and parking fees. Control and deposit procedures were reviewed and updated for all cash collecting activities on campus. Two microcomputers were purchased and will be used to track contract, utility, lease and maintenance costs.

The Business Office installed security partitions and a security door at the front counter. A camera was installed over the counter to allow constant monitoring of all transactions.

Security and Safety

During the year, Safety and Police Services continued to stress safety, crime and accident prevention, and increased communication with all students. Talks and classes were offered on subjects such as mace training. The Pierce campus continues to attract large numbers of people from the community on weekends, both for scheduled events and individual visits. There have been problems in monitoring this influx of people with limited staff. A staff member was added on weekends to check for civic center permits. A major problem in Safety and Police Services continued to be the lack of available substitutes and an inadequate number of permanent staff.

Staff Development

The Pierce Academic Senate established a Professional Development Committee responsible for faculty professional development activities. The Committee sponsored a Computer Expo where several hardware vendors demonstrated their equipment. The Committee also sponsored a workshop conducted by Kathy Basil, Office Administration, on word processing.

SUMMARY

Although in many ways this has been a difficult year, Pierce College nevertheless can be proud of having provided excellent educational opportunities and services to the communities of the West Valley.

Like other District colleges, Pierce experienced increases in enrollment and WSCH. As a part of administrative reorganization, the position Dean of College Development was created, reporting directly to the President. This change emphasizes the importance of fund raising, grant writing, and community relations to the College.

The College continued its tradition of excellence in transfer education. The PRIDE program entered its second year with twice as many participants as the first year. The PACE program was started and met with immediate success. Some of the activities reported by the academic departments included the Chemistry Seminar Series and the Symposium on Chemistry Education, the first international field courses in natural history, a remodeled Art Gallery, week-long retreats for foreign language and American Sign Language students, the great success of the Roundup in state competitions, an outstanding theatrical season with *Museum* playing at the Los Angeles County Art Museum, and the reintroduction of the intercollegiate forensic program.

In the vocational area, there was a comprehensive study of the agriculture program and the associated use of the farmlands. The Computer Applications Center in the Department of Office Administration was completed, and new courses on microcomputer applications introduced. The Business Department also received new computers, and work began on a business computer laboratory. Pierce College initiated its first continuing education program at Agoura High School.

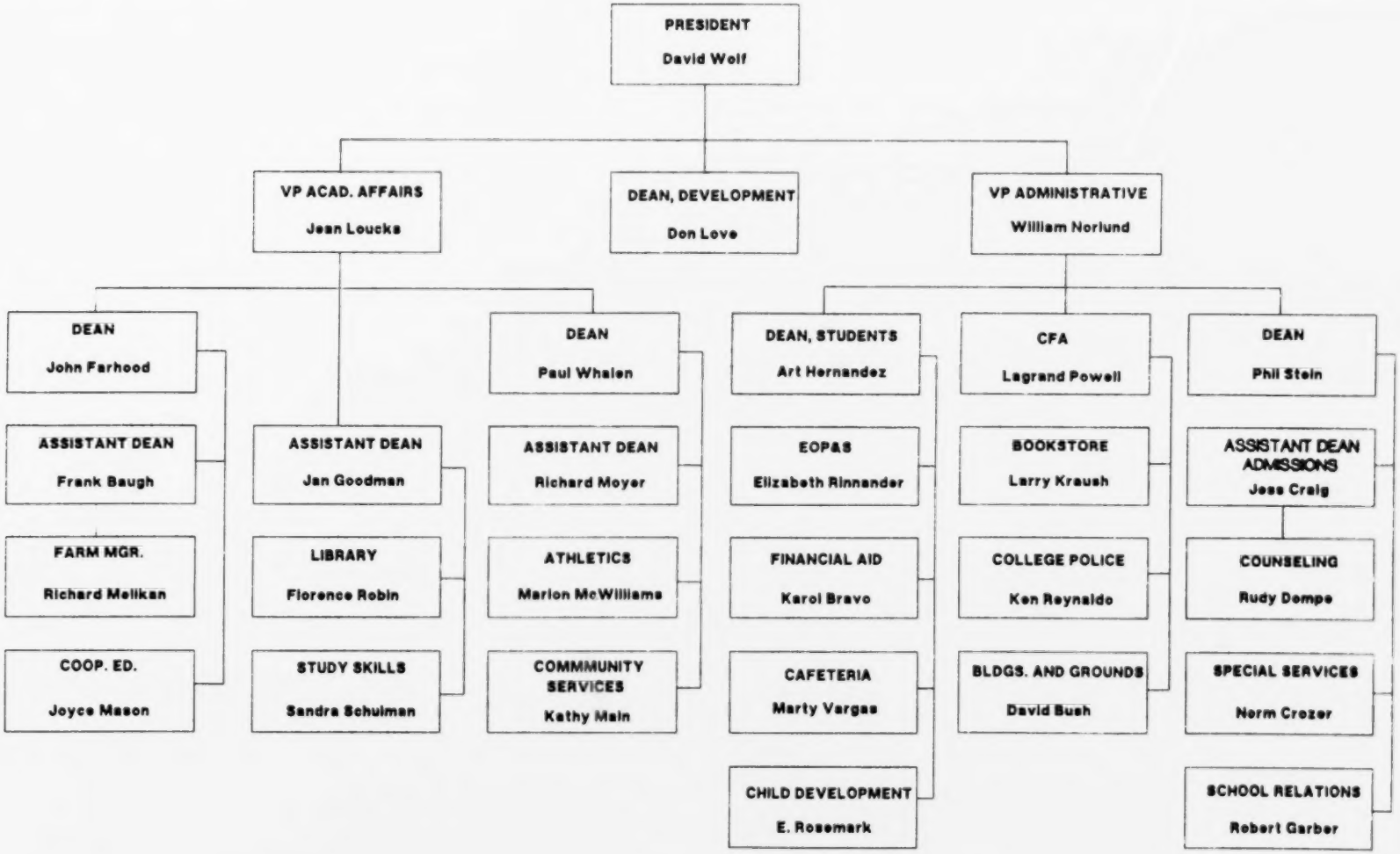
Automation of the Admissions and Records Office continued with the implementation of an on-line transcript system. The add permit was replaced by the add sheet, enabling students to add courses in the classroom without waiting in line. The decentralization of Financial Aid was successfully accomplished. A new learning disability specialist was assigned to Special Services. Gender Equity was an active participant in Displaced Homemaker's Month. The Foreign Students Program continued to grow, serving 254 students from 48 foreign countries. The Study Skills/Tutorial Center was able to expand its Computer-Assisted Instructional Program with the addition of new microcomputers. The Associate Students Organization maintained the Pierce Placement Office.

Major strides were made in the development of a college marketing effort. The Early Admissions Program, whereby high school seniors apply to the Fall semester beginning in November, entered its third successful year. An active Pierce/Agoura/Calabasas Articulation Council was formed.

Construction continued on the Auto Shop addition, and the College began work on a new Foreign Language and Humanities Laboratory in the Media Center. A fire destroyed a bungalow housing the Financial Aid, Cooperative Education, and Gender Equity Offices, and severely damaged a second bungalow housing the *Roundup*. The Business Office updated control and deposit procedures to ensure accountability of cash collecting activities and installed a security counter, door, and camera.

Although faced with continuing inadequacies in budget and staff, the College can look back on 1986-87 as a challenging and successful year.

LOS ANGELES PIERCE COLLEGE
ORGANIZATION CHART 1986-87



LOS ANGELES
SOUTHWEST COLLEGE

THE COLLEGE

Community Served by the College

Southwest College's student population mirrors that of its community. Located at the intersection of Western Avenue and Imperial Boulevard, the College serves a central Los Angeles area bounded by the Compton and El Camino community college districts and the service areas for East, Trade-Tech and West. The population of this area is predominantly black (64% in 1980) but with growing Hispanic (20%) and Asian (5%) components. Southwest's students are 90% black, 5% Hispanic, 3% Asian and 2% white. Levels of community income and education, reflected in Southwest students, are among the lowest of any service area in the District. Specific student characteristics at Southwest which do not mirror the community are the proportions of women (72%) and older students (61% over 25 years). Only 22% of the College's students attend full-time.

The major operational objective for Southwest this year has been to increase enrollment by cultivating specific groups of potential students; the method has been to offer new programs and expand existing ones. Special attention has been placed on developing programs to serve Latinos, working adults, and vocational students in high technology areas. These enrollments are being produced by the forging of agreements with institutions and companies which can provide large groups of students, including high schools, adult schools, high technology firms, and local community agencies.

Mission and Functions Statement

The mission of the College is to provide an educational program in which planned experiences develop the knowledge, skills, and attitudes necessary for students to be effective as professionals, family members and citizens. Functions of the College are designed to provide educational opportunities in three major curricular areas: transfer, vocational and career education, and personal enrichment. Specific programs must be developed or revised to meet the changing educational needs of the community. The College recognizes that to best serve students and the community, it must maintain a flexible, relatively non-restrictive learning environment to allow diverse learning styles and teaching modes. Programs in community services, counseling and advisement, instructional assistance, and student activities support the essential mission and functions of the College.

College Goals

In order to implement the mission and functions of the College, emphasis is on the following goals:

1. To provide preparation for advanced study in colleges and universities;
2. To train career-bound students in specific occupational skills, which qualify them for employment in business, industry, and public services;
3. To provide student support services which help all students realize their potentialities and attain their educational and vocational objectives;.
4. To provide continuing educational opportunities for the currently employed, to improve their prospects for upgrading or promotion;
5. To provide the community with recreational, cultural and educational activities supplemental to the regular instructional programs; and

6. To continually analyze and periodically evaluate staff, facilities and programs and implement changes required for institutional growth.

College Organization

The College organization has been modified slightly in both administration and academic affairs. The President is assisted by two vice presidents and their staffs as in the past. The Vice President of Administration continues to supervise the assistant deans of Extended Opportunity Programs and Services (EOP&S), Disabled Student Programs and Services, and Administration. The Vice President of Academic Affairs is assisted by two deans and two assistant deans. One of the assistant dean positions is new, with responsibility for college development. The specially funded assistant dean in charge of the Southwest Employment Referral and Vocational Education Center (SERVE) also reports to the academic vice president. Instructional changes included the transfer of one discipline into a different department, the elimination of one department and the transfer of its subject areas into another, and the creation of a new department. Child development was transferred from Business to Behavioral and Social Sciences. Health, physical education, and recreation, which had formed a separate department, were placed with the Life/Physical Sciences. Most importantly, the Learning Skills Institute was created to include all developmental courses, which had formerly been distributed among the English, Foreign Language, and Mathematics departments. The Institute also administers the Learning Center.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The curriculum at Southwest consists primarily of general education/transfer courses; the major vocational programs are business, office administration, nursing and computer science. Also offered are child development, administration of justice, and small programs in engineering, electronics, drafting, and measurement science. Developmental courses, in both English and math, make up 11% of college offerings;

this year developmental enrollment was 15% of total college enrollment, the highest such percentage in the District.

In Fall 1986, Southwest's unduplicated enrollment increased by 28% to well over four thousand students; this represented the largest percentage growth of any District college.

Several new programs were developed this year to invigorate the curriculum and support the recruitment of students. The Project for Adult College Education (PACE) provides an intensive full-time transfer program leading to an Associate degree in five semesters; 12 units of credit are earned each semester through evening classes, Saturday workshops, and instructional television. A nine-level, three-division English as a second language (ESL) program was offered to strengthen both transfer and developmental English courses through the enrollment of Latinos; a bilingual-bicultural aide program was revived to appeal to this population. The SERVE Center, funded for one million dollars, provided assessment, job placement, and referrals for basic skills and vocational education to Southwest and to other educational agencies. A Special Needs Program (Title III) grant of $3.5 million from the U.S. Department of Education (USDOE) has provided funds for faculty training, new course and program development, and supplies and equipment for various transfer and vocational programs as prioritized in Southwest's strategic master plan. New concurrent enrollment projects with several local high schools resulted in special sections of college classes taught for high school students, who can earn school and college credit. As mentioned above, the Learning Skills Institute was established as a separate department to administer developmental programs and the Learning Center. The Institute also coordinated efforts to improve developmental courses and increase enrollment in that area. Finally, an ongoing process of curriculum review was undertaken to determine the appropriateness of courses and to improve their content. The Recruitment and Marketing Committee emphasized these projects in its recruiting efforts.

Transfer

The Fine Arts Department was invigorated by a new music video production course and concurrent high school enrollment. The music video course was interdisciplinary, including elements of music, theater, and art; it produced high enrollment and much publicity for the department. Advanced art courses experienced a slight decline but several high school co-curricular classes boosted enrollment in beginning courses. Repairs and supplies are needed for the art labs to make the courses more attractive to students. The Art Gallery was closed for the year because its space was needed for

the Learning Center, but it will be reopened next year for student and professional displays.

The Music Department presented its annual Christmas and spring concerts and provided music for the Black History Month celebration, the Honor Awards, the Founders Day luncheon, and Commencement, as well as presenting student recitals. It also took part in an interdepartmental production, the *Glory Hour* musical with the Theater Department. The band presented several concerts, the most outstanding being the "Motown 60's" revue. But many of the musical instruments, especially the pianos, were in poor condition. They need to be repaired or replaced in order to attract serious students.

The Theater Department presented six productions during the year, including Euripides' *Medea*, two musicals, and *Salvage Abstraction*, an experimental theatrical piece. In addition, the Theater students competed in the 53rd Annual National Association of Dramatic Arts Festival in Virginia and in the Inner City Cultural Center competition in Los Angeles. Theater productions were enhanced this year by the purchase of a new sound system; the Department still needs facility renovations and supplies to improve the physical quality of productions.

The English and Foreign Language Department continued to offer its usual range of courses and added a new English as a second language (ESL) program. The English instructors undertook a study comparing student enrollment and achievement in the three-hour English 28 and the five-hour English 31. The ESL Program, which began in the fall, greatly expanded enrollment in the Department by enrolling 150 students. Three levels of courses, from beginning to advanced, were taught by one full-time and six hourly faculty. The Program is expected to grow with the continuing increase of Latinos, whose enrollment rose from 10 in Spring 1985 to 437 in Spring 1987. In addition to the courses and programs being offered, a new language lab, funded by the Title III grant, is being staffed and equipped for Fall 1987 operation; it will be open to students of Spanish, speech, ESL, and non-ESL English who wish to perfect their speech. The student literary magazine was published again after a two-year hiatus; the annual publication, which features student prose, poetry and art, resulted in several student achievement awards being presented at the President's and Dean's Honor Awards ceremony.

The Mathematics Department continued to provide a full program. Because of the College's low enrollment over the past few years, some of the advanced math courses have been offered only once a year. However, there was an increase in the number of sections in elementary and intermediate algebra offered during the fall semester, and the complete calculus sequence was offered in the evening. This year's most important

change in teaching methodology was the introduction of computer assisted instruction as an integral part of the Mathematics program, thanks to the Title III grant. Room 301 in the Cox Building has been converted into a computer lab, equipped with 16 Apple computers and five printers, and will be used to some extent by all Math Department instructors during the Fall 1987 semester. During Spring 1987, the lab was used exclusively to pilot test the use of computers in Math 104 and 105, as required by Title III.

The Natural Sciences, Health, and Physical Education Department emphasized individual instruction; its faculty also continued to expand the scope of marketing and student recruitment. Curricular development was channeled toward individualized, self-paced instruction through teacher/student interaction and multi-media assistance, including the use of the Polaroid Interactive Lecture System and computer-assisted instruction. New curricular developments in Physical Science 1 and 14 will be included in the PACE Program in Fall 1987. In athletics, plans were made for resuming the football program in the fall. A new program was begun with Morningside High School by enrolling its Advanced Placement students in Southwest's chemistry and biology courses. The working relationship with students from Charles Drew Postgraduate Medical School was continued through its Minority Biomedical Research Support Program and its Allied Health Careers Opportunity Program. To continue successful operations, the Department currently needs funds for hiring a life science lab technician and for repairing scientific equipment.

The Behavioral and Social Sciences Department enjoyed increased enrollment in child development and in PACE program courses. Enrollment in PACE reached 250 during its first year of operation, and its students comprised one third of the students on the President's and Dean's List. They showed a high retention rate was well. The Child Development Program expanded greatly, with 26 classes offered during the fall semester and a new bilingual component. In Fall 1987, two new bilingual child development classes will be added to accommodate new Latino students.

Vocational

The Business Department maintained complete programs in all of its areas. All courses offered in the previous year were offered in both the fall and spring semesters. New courses were added and special programs were introduced. Real estate faculty developed and maintained an internship program. Marketing faculty offered a series of weekend management seminars entitled "The New Entrepreneur," for small business owners; they were co-sponsored by the College and the Black MBA Association of Los

Angeles. A new class in microcomputer applications for spreadsheets was offered by the Office Administration Division, which also expanded the keyboarding class for data processing, and installed new typewriters and a computerized local area network to enhance student learning experiences.

The Title III grant funded new programs, equipment, and labs in the technology areas. The Computer Assisted Design (CAD) Program, consisting of two CADAM basic courses, was pilot tested in the new CAD lab. The lab is equipped with a mainframe computer, ten terminals, associated desks and peripheral equipment, and a plotter. Its advanced hardware and software make the program one of the two most modern in the state. Another new program in this area is computer maintenance technology, which offered three new courses in a completely renovated facility. Its new lab is also one of the most advanced in California, featuring 18 individual computer stations, including terminals, furniture and tool sets. New courses for CAD and computer maintenance have been approved for offering in Fall 1987.

The Nursing Department again continues its complete registered nursing curriculum; it also began a new short-term program in allied health. The regular nursing program has remained intact, with core nursing classes in both the day and the evening. Its evening or "twilight" program is still the only complete one in California. A new, home health care program was pilot tested this year, taught by a faculty member, on Title III funds for one semester. Additional assistance to the Department has been provided by the Nursing Alumni of Southwest College, who have given scholarships, tutorial services, and fund raisers for students in the program. As a result of alumni assistance and instructor assistance to students, 81% of the nursing graduates who took the state board exam in July 1986 passed, a tremendous improvement over the previous year. The Department also offered a service to the College area community this year by presenting a seminar on AIDS in cooperation with the Charles Drew Post-Graduate Medical School.

Developmental

This year, the Learning Skills Institute was formed to coordinate developmental communications, developmental mathematics, and the Learning Center. The establishment of the Institute, combined with the relocation and renovation of the Learning Center, produced a considerable increase in enrollment in the lab courses offered at the Center. Developmental Communications 20, 21, the 22 series (except 22x) and 23 were taught in the classroom, and were supported by the lab courses 22x, 26, 27, and 28, which were taught in the Learning Center along with Learning Assistance

500 and computer courses for nursing students. In response to student demand, a new lower level course, emphasizing phonics and word attack skills, will be offered in the Learning Skills Institute in Fall 1987.

The developmental math courses included Mathematics 104 and 105. They were taught in the classroom, in the Learning Center, and in the new computerized mathematics lab. As noted above, new computerized sections of Math 104 and 105, designed as part of the grant, were pilot tested in the lab this year.

Faculty Achievements and Development

This year, the faculty at Southwest College expanded their professional knowledge through advanced study. They put their new capabilities to work by designing new courses and improving existing ones, and by developing labs for the Title III programs.

Sabbaticals have provided an opportunity for learning by professors in the areas of biology, child development, and political science. Study for doctorates and other advanced degrees has been undertaken by professors in health, nursing, and the Learning Skills Institute. Special skills needed for teaching CAD and computer maintenance for the new Title III programs have been learned by professors in CAD and computer science.

Library and Learning Resources Center

The Library continued its regular hours of operation this year, maintained its holdings, and sustained its services. It remained open until 8:00 p.m. with a full-time staff of two librarians, one substitute librarian, and three assistants. Its holdings were approximately 60,000 volumes, including some additions. Although the budget remained the same, fewer books and periodicals were ordered this year than last because the prices of publications increased. However, special Afro-American and Latino collections were initiated with funds from the President's recruitment account.

The Learning Center was transferred from the jurisdiction of the Library to that of the Learning Institute, and relocated into permanent quarters on the second floor of the Library. It now occupies a secured section of this floor, and includes a large open area with mediated carrels for individualized study, tutorial rooms, and a computer room.

During the year it increased enrollment, expanded tutorial services, and upgraded supplies and equipment.

Learning Center courses experienced a large growth in enrollment. The number of students completing Developmental Communications and Learning Assistance 900 labs increased from 14 in the fall semester to 199 in the spring semester. Sixty-two students completed courses in modularized math and reading. The Center added 13 nursing courses to its spring curricula, and 157 students completed these courses. Thus, total of 418 students completed courses during the spring semester, the largest enrollment in Learning Center history.

The tutoring component also expanded its services during the spring semester. Thirty tutors, budgeted by EOP&S, were housed in the Learning Center and managed by Center staff. More tutors, funded through the regular College budget, were also added in response to an increase in student enrollment for tutoring. The tutoring course, Learning Assistance 900, was offered in the spring; 61 students completed.

The improvement in the Center's services would have been impossible without better equipment maintenance and replenished supplies. All equipment was cleaned and repaired, and software was replaced. New programs purchased include a complete set of tapes for tutor training designed at the University of California, Los Angeles (UCLA). Fifteen audio-active cassette players, four video cassette recorders, and six microfiche players were also obtained. This new hardware will contribute to the future expansion of services.

Student Services

Admissions and Records

During the 1986-87 school year, Admissions and Records maintained an efficient registration process. An agreement with the Los Angeles Unified School District made possible the enrollment of over 300 high school students in college courses. The office also evaluated and confirmed 82 degrees for the Fall 1986 graduating class, and 193 candidates for the Spring 1987 class. New internal procedures improved services to students through automated verification and transcript systems. The systems allow retrieval of student records from the computer data base, replacing the manual pulling

of hard copy records. Transcripts and verification of attendance are now being processed within a 24-48 hour period.

Counseling and Services to Special Clienteles

The Counseling staff provided personal, academic, vocational and career counseling to over 6,000 students. The majority were served on a walk-in basis, both for career planning and for transcript evaluation and educational program planning. Each new student was assessed and advised about English, mathematics and major requirements. Over I,300 returning students were mailed computerized sheets detailing specific requirements necessary for completing their individual objectives.

The Southwest Student Narrative Audit Program (SSNAP) was developed and used for the first time this year. The counselor who developed this program received the District's Innovator of the Year award. This program facilitated the easy access to data on the progress of each individual student towards his or her chosen goal, whether degree, certificate or transfer. A longitudinal retention study is being conducted to gain data on the effects of this personalized treatment on retention and completion of associate degree requirements within a four-to five-semester period. The subjects are students indicating plans for transfer on their Fall 1986 planning form. They have been sent computerized SSNAP checks and a congratulatory letter from the Vice President of Academic Affairs.

A new orientation program was pilot-tested this year, funded by the Title III grant and supplemented by Pacific Bell Telephone Company and Xerox Corporation. Pacific Bell supported the publication of a Student Handbook, and Xerox covered the full production services to produce an orientation videotape. The handbook and videotape became part of the orientation program conducted at Southwest during the fall and spring semesters.

Several important workshops and conferences were conducted this year. The High School Relations representative visited all identified feeder high schools for LASC, conducted three staff development workshops, and participated in ten College Information Days. A festive College Information Day for four-year colleges was also conducted; over 55 colleges participated, including, for the first time, twelve traditionally black institutions. In addition, the LACCD's High School and Community College Counselors Conference was hosted at Southwest, with 150 counselors in attendance.

More than 125 foreign students submitted applications for admission this year, and 75 were accepted. Three hundred applications were requested and mailed out to prospective foreign students in order to boost foreign student enrollment. Contacts with feeder language schools have been made through the National Association of Foreign Student Advisors.

The Career Center was relocated on the fourth floor of the Cox Building, making it possible to assist more students. A career guidance counselor assistant was employed in the spring semester to assist the career counselor in the operation of the Eureka computerized information system. Over five hundred students were helped in choosing careers. Career Workshops were held in English and Spanish, and included whole classes of students from administration, real estate and cooperative education. In addition, mailings were sent to students who had completed over 40 semester units and were still undecided on a major, inviting them to utilize the Center in making a decision.

The Extended Opportunity Programs and Services (EOP&S) Office began several new activities and improved its facilities. It established the first EOP&S Achievement Award Ceremony, reestablished the Peer Counseling Program, revitalized the recruitment function using Target Success (a skit which addressed high school students at their level), established an orientation program and a lending library, and implemented a transfer assistance program and an employment transition program to increase job readiness. It also raised standards for staff and students in achievement, and instituted on-going mandatory training for student staff. The Office also developed a method for identifying EOP&S eligible students which bypassed the financial aid process. Finally, it renovated a new facility for EOP&S and its Counseling/C.A.R.E. Center, and relocated its Tutorial Program to the Learning Resources Center in the Library.

The Veterans Program served over 350 veterans through counseling; more than half qualified for educational benefits. To obtain further information on help available to veterans, the veterans counselor visited drug abuse centers, the Veterans Administration, Lowry Air Force Base and the Air Force Academy.

Disabled Student Programs and Services (DSP&S) moved to the ground floor of the Cox Building, affording the students greater access to classrooms and support services. Classroom learning in math for disabled students was offered for the first time as a credit course, Learning Skills 40; this class represented the initial link of DSP&S to the newly formed Learning Skills Institute at Southwest. Support services were available in the areas of vision, mobility, hearing, speech, learning disabilities, and health. The new Learning Disabilities Program will begin during 1987-88. A specialist has been

funded through Project GAIN, (Greater Avenues to Independence) and the State Chancellor's Office will provide funds for testing materials and supplies.

The Women's Center continued its counseling and discussion services this year, and presented three major programs. The yearly Women's Center luncheon raised over $500 for operating expenses; the speaker was the publisher of the *Wave* newspaper. For the first time, the center sponsored a visit from a representative of the United Nations, the Deputy Ambassador from Zambia. Most important for student career development, it hosted a forum series on Women in Engineering, featuring as speakers women in various engineering fields. Field trips were taken to Northrop Corporation and a local Mobil Oil refinery to observe engineering activities.

Financial Aid

The Financial Aid operations were decentralized for the first time in three years, returning all functions to the campus. At year's end, the Office was in the midst of the final stages of the changeover from the central unit operation. Federal guidelines, very restrictive over the last few months, placed an added burden on the internal staff, thereby slowing the processing procedures. This delay made it necessary to audit a much high percentage of folders than in the past. Despite these very strict federal guidelines, Southwest processed 531 applications, and 429 students finally received financial aid totalling $681,244. The scholarship section of the Financial Aid Office delivered over $6,675 in awards to needy students. The Board of Governor's Grants, established to cover enrollment fees for low-income students, totalled $98,941 for over 2,300 students. The Financial Aid office also processed Guaranteed Student Loan applications totalling approximately $96,000.

Special Services

The newly relocated Child Development Center completed one semester at its new campus location adjacent to the Bookstore, and added many new projects to its activities. The Center instituted weekly parent observation/participation days, Southwest College student practicums with the children, and Washington High School student visitations. It also held a Parent Club fund raiser at Easter, and a Grand Opening luncheon in June attended by Southwest staff and clients. The success of the Center is evidenced in its recent District evaluation, in which it was commended for community outreach and for its curriculum.

The Placement Office operates as an adjunct to Financial Aids. Since there is no staff assigned to the Office, a financial aids clerk obtains job offers from the business community through phone contacts. The job openings are received, cleared and posted after thorough review. Follow-up is done twice weekly on these job applications. During the 1986-87 school year there were 900 job offers, with 400 job applications filed. Of these, 291 were accepted for positions off-campus. On-campus placement remained high, with 33 students working various positions around the school.

Student Activities

The Associated Students Organization (ASO) had a very successful year. The executive officers travelled to Sacramento, San Diego and San Francisco to gather and exchange information with other student groups across the state. The ASO sponsored and administered the President's and Dean's Honor Awards ceremony. Its officers and members took part in new student orientations, Counselors Day, and Founders Day. ASO members were most visible as ushers, hostesses and adjunct-helpers at Commencement, the Honor Awards, high school orientations, Counselors Day, Founders Day and other functions, providing refreshment for all the on-campus clubs as well as faculty organizations. They also assisted the President at several smaller receptions.

Community Services

Classes

Although Community Services did not operate at Southwest during 1986-87, two special non-credit classes were held in Effective Black Parenting. The curriculum was developed by the Center for the Improvement of Child Caring, which co-sponsored the classes with the District for $4,700. Twenty-six students attended the classes for 15 weeks during the spring semester.

Planning, Research, and Development

Long-Range Planning

Southwest College's first five-year plan, completed in the summer of 1985, was significantly revised this year through the work of the President and his planning staff. Major additions to the plan now in the development stage include the Southwest Community College Foundation, which is conducting major fundraising projects; a capital construction plan, which includes architectural plans and timelines for the construction of the Technical Education Center and the gymnasium; and a Corporate Services Division, which is serving as the umbrella for the development of business liaisons and contract education programs. The Foundation began its fundraising activity, and the architectural plans and Corporate Services Division plans have been developed as proposals and submitted for funding.

Research Projects

The major research project conducted this year was the Los Angeles Southwest College Image and Needs Study, prepared by the Social Systems Research Center at California State University, Dominguez Hills. The study utilized questionnaires and focus-group interviews from student, staff, and community residents. The results, which revealed an overall high rate of student satisfaction with college programs, will be used for marketing and planning purposes.

Other research projects were conducted as part of the U.S. Department of Education, Institutional Aid: Special Needs Program (Title III). Pilot tested this year were instructional programs in computerized developmental mathematics, home health care, computer maintenance, and computer aided design (CAD). All projects supported their hypotheses by increasing student retention and success. Also pilot tested were the use of a computerized management information system for administrators and a new student services "attrition control" system; these new systems were tested on a small scale in the offices of the President, Academic Affairs, Administration, and Counseling.

Special Fund Development

Southwest continued for the second year its implementation of the five-year $3.5 million Title III Program Grant from the United States Department of Education (USDOE). The

College installed and utilized six additional computers in its computerized management information system, for a total of ten. Student Services staff pilot-tested the new orientation program and selected and utilized new software for the Career Center and Transfer Center components of the "attrition control" program. As noted above, Title III funds allowed the College to complete the equipping of the computerized mathematics lab and the remodeling and equipping of the computer maintenance lab, and to pilot-test new programs in math, computer maintenance, home health care, and CAD. This grant also funded the design of a new program in intravenous therapy, which will be pilot tested next year.

SERVE, a one million dollar assessment program awarded to Southwest by the State of California and the Employment Development Department, completed its first 18 months of operation and has been refunded for another 12 months. SERVE recruited, counseled, and assessed over 1,000 clients, using APTICOM, state-of-the-art computerized aptitude testing equipment. The services were conducted both at the Southwest College SERVE Center and at various outreach locations. In addition to these services, SERVE developed and managed two short-term word processing programs, operated a Mobile Assessment unit in Central Los Angeles, worked with community agencies to develop support service linkages, developed and participated in community job fairs, and networked with campus and community special events.

Vocational Education Act (VEA) funds totalled over $164,000 this year. The Part A funding of $119,000 was distributed among many programs, although the bulk of it was divided among the Disadvantaged, Adults Needing Training, and Single Parents programs; other areas were Limited English, Sex Bias, Consumer Homemaking, and the Handicapped. The Part B funding provided $45,000 for vocational education equipment.

Other notable grants were obtained in several areas. The Lockheed Company, through its subsidiary, CADAM INC., donated $200,000 of its latest release in software to be used in the CAD program. The State of California awarded Southwest $106,000 in state equipment grants. The California Community Colleges' Fund for Instructional Improvement funded a music video production workshop for $15,000. Northrop Corporation donated $4,000 for tool manufacturing engineering equipment. Finally, the District assigned Southwest $3,000 to offer a non-credit program in basic skills for Hughes Aircraft Corporation employees.

The Southwest Community College Foundation was reactivated by the President. A board of directors was selected, regular meetings were scheduled, and enabling documents and reports were prepared and submitted to appropriate agencies. The Foundation held its first fundraising event, a luncheon. With over 300 people attending,

it was a financial success. Two donations to the College were presented at the luncheon: a painting of artist Charles White, donated by his widow, and $4,000 given by Northrop Corporation as the first monetary donation to the new foundation.

Community Relations and Marketing

Public Information and Student Recruitment

Although the position of Public Information Officer (PIO) for the campus remained assigned to the District, the PIO continued to provide liaison between the College and its publics, especially the new media. Major accomplishments during the year were the production of a full-color brochure, improved relations with the news media, and coverage of the College by local newspapers, updating of the recruitment slide presentation, and upgrading of the public information photography operation. In addition, the Office continued its regular services; it sent nearly 50 news releases and public service announcements to the news media, arranged for the placement of recruitment advertising in various media including billboard advertising, assisted with the planning and promotion of a number of campus special events and new educational programs, and expedited requests from more than 2,000 individuals and institutions seeking information about the College.

The Marketing and Recruitment Committee was formed this year, with representatives from all of the college departments. The Committee formulated recruitment policy and conducted recruitment activities. Subcommittees with special emphasis included high school relations, business and industry, advertising, retention, and research and evaluation. A faculty member was assigned to coordinate the activities. Presentations were made at local schools, community events, churches, and businesses. A series of workshops for college credit was presented for owners of local small businesses. Printed materials were prepared for mass distribution.

Also involved in recruitment activities were various college departments. Counseling and EOP&S staff made recruitment visits to local high schools. EOP&S staff designed and presented a recruitment skit, utilizing the talents of professional actors. The SERVE program extended recruitment to the entire south central area of Los Angeles through the services it provided, using the SERVE mobile assessment unit. Funding from VEA provided support services for vocational education students that included a recruitment component. Under the Sex Bias program, junior high and high school students were brought to the campus for tours and discussions. Under both the Single Parent and Adults Needing Training programs, prospective students were invited to visit the

campus and to be counseled on occupational certificate programs. In addition to these college efforts, the Lockheed Development Project, with the Minority Engineering Science Association (MESA) sponsored joint efforts to recruit technical students for math intensive programs.

Articulation with Schools and Colleges

Two articulation conferences with other colleges have been attended this year. In the fall, Southwest administrators and counselors attended a conference at Valley College for representatives of community colleges and four-year public and private colleges in Southern California. They participated in a conference held for the same group of colleges at U.C.L.A. the following spring. At both events, they studied materials used to assist students in transferring or in selecting careers.

Two concurrent enrollment programs for high schools were begun this year. Jordan High School sent 50 students daily to Southwest to study drafting and word processing in special classes taught by Southwest professors for high school or college credit. Morningside High School sent two classes of advanced placement students, one in chemistry and one in biology, to take these courses at Southwest.

Several other high schools utilized Southwest's facilities to hold their own classes, while enrolling their students in college courses as electives. Lease agreements were signed with Huntington Park, Manual Arts, and Southgate high schools. Over 300 of their students took special classes held for them in art, music, theater, and office administration. Central High also leased facilities and enrolled its 40 students in regular Southwest classes. Washington Preparatory School used Southwest's facilities on a fee-free basis for its music, dance, and drama classes; its students had opportunities to enroll in the College's arts classes as well.

Contacts with Business and Industry

Advisory committees composed of representatives of business and industry serve every vocational program at Southwest, and form the basis for the College's contacts with the business community. The advisory committees for drafting, electronics, and nursing counseled faculty on curricula, supplies, and equipment for new programs funded by the Title III grant.

Other contacts made this year have resulted in the planning of new programs through partnerships with business and industry. A new telecommunications program, with an emphasis on microwave technology, was developed in cooperation with Hughes Radar Systems for its employees and selected Southwest students. The Automotive Services Council of Los Angeles took part in planning a computerized automotive electronics program for employees of independent service stations. Both programs have on-the-job training components. In addition, special classes in basic skills for U.S. Air Force personnel are in the design stage. Proposals requesting special funding for all of these programs have been submitted to state and federal agencies.

A new Corporate Services Division has also been designed this year to serve as an umbrella for business projects. In the future, businesses who wish to discuss any formal relationships with Southwest for educational purposes can contact this division for efficient service in the planning and delivery of educational programs. Hughes Training Division has already indicated its support through an official letter of cooperation. Special funding is being sought to support administration of this division.

Administrative Services

Highlights for the year were in the areas of college-wide events, facilities development, and employee supervision. In addition to Commencement and the Honor Awards ceremony, there were two major events. At the first annual Founders Day celebration, the B Building was renamed for Odessa Cox, a founder. Also the community Rose Garden and the Alumni Cypress Grove were dedicated, and the Library was renamed as the Founders Library. The College's hosting of the Board of Trustees meeting was the occasion for the first presentation of the master construction plan for completion of the campus. Facilities development this year included the relocation and renovation of structures for housing the Child Development Center, EOP&S, and labs for the CAD and computer maintenance programs. Innovative supervision procedures resulted in less absenteeism, higher work output, and more efficient service to students.

Facilities

As offices were relocated, renovations were accomplished in both permanent buildings and bungalows. The Child Development Center bungalows moved to the northwest corner of the campus, where fencing and landscaping were added. The DSP&S staff

was relocated to the ground floor of the Cox Building, and EOP&S moved to Bungalow 920. Renovations were made in two areas to house new programs funded by the Title III grant; in D101 for the CAD program lab and Bungalow 912 for the Computer Maintenance program. Two restrooms on the lower campus were also renovated because of fire damage. Plans have been made to relocate other functions on the campus. The first will be Admissions; an architectural firm is completing drawings for this project.

Major repairs were also completed and several large equipment purchases were made. Deferred maintenance funded the reroofing of eight bungalows, the Campus Center, and the Cafeteria. Campus funds covered the replacement of several doors, the installation of an audio signal system on the fire alarm console, and the relocation of a chain link fence. Equipment acquisitions included a striping machine, a forklift, weed whackers, pack blowers, a tire machine, and a vacuum pump.

Beautification projects enhanced the appearance of the campus. The Community Rose Garden was installed at the front entrance, and flowers were planted on the hillside on the south of the main buildings and around campus trees which line the walkways. Another rose garden will be completed next year.

This year, the Cafeteria limited its regular food services to grill items, sandwiches, and sundries. It continued to provide some services for special events, including the President's and Dean's Honor Awards, Commencement and other receptions. It also sponsored the Fourth Annual Student Talent Show. With these limited services, the cafeteria staff has been reduced to a manager and three employees.

Bookstore operations in 1986-87 continued on a scaled-down level. The assistant manager supervised the operations, assisted by two and one-half clerical positions. Sales increased over fiscal year 1985-86 by over $100,000, thanks to increased enrollment, more student book grants, and the continuation of the high school program on campus. At year's end, the bookstore showed a profit. The staff is attempting to improve its image on the campus through better service.

Plant Operations and Maintenance

Staffing was augmented slightly this year, as supervisors for gardening and custodial operations were hired, along with another gardener. This leaves three gardening positions unfilled along with five custodial positions, including a supervisor, and one maintenance assistant.

Business Office/ Fiscal Operations

The Business Office increased its staff and is revising operations to increase efficiency. The staff increased to 3.5 positions, with the return of a clerk bookkeeper position in mid-April, 1987. The most important task of the year was to correct audit exceptions uncovered in operations. The goals have been to increase efficiency, improve service to customers, and build employee commitment. Employees were involved, along with management, in a review of operations and the setting of performance standards.

Security and Safety

Staffing increased this year through the addition of trainees and interns. Two officer trainees were assigned to Southwest, bringing the full-time staff to five officers, which must be supplemented by part-time officers to give adequate coverage. The Police Intern Program started this year; interns are Administration of Justice majors and work 20 hours per week. They are on duty primarily during the evening hours, assisting in patrolling the campus. These improvements strengthened the morale of staff and students.

The extent of criminal activity on campus was aproximately the same this year as in 1985-86. Auto thefts increased slightly, and, with over 400 high school students on campus, there were more false fire alarms and vandalism. The College is working with the Los Angeles Unified School District to control the latter problem.

Improvement of safety measures has been undertaken. The Building and Grounds Administrator and his staff are making a study of the hazardous metal problem, and College Police are currently updating the emergency plan.

Classified Staff Relations

By mutual agreement, all grievances were reviewed and studies made prior to the formal submission of grievances. This procedure allowed all parties to be well informed, and contributed to the resolution of disputes in a timely manner and compromsing spirit. Again this year, the language in the contract was clarified and fewer grievances were filed.

Southwest endeavored to fulfill the District's affirmative action plan to recruit, employ, and promote qualified members of women and ethnic minorities underrrepresented in its workforce. The College's workforce during 1986-87 consisted of 223 full-time employees.

Staff Development

Official staff development activities were provided to Southwest faculty, staff, and administration. District-sponsored offerings included two well-attended workshops in computer-assisted instruction for faculty, six one-day training sessions for administrators, and one on-campus workshop on the Employee Assistance Program. At Southwest, the Office of Academic Affairs held two planning and development sessions for administrators and staff and a one-day staff training session on attitude and self projection over the telephone. The Office of Administration offered police training for police interns and asbestos training for plant facilities personnel. Together, the two offices offered a workshop for faculty training in student counseling. They also took part in an employee service recognition ceremony. In addition, the Title III grant provided training in CAD for the drafting instructor, training in computer use for mathematics faculty, and a three-day workshop in microcomputer repair for districtwide computer maintenance faculty.

SUMMARY

In one year Southwest's new administration has revitalized the College through new programs and activities which have increased enrollment and expanded the College's influence on the community.

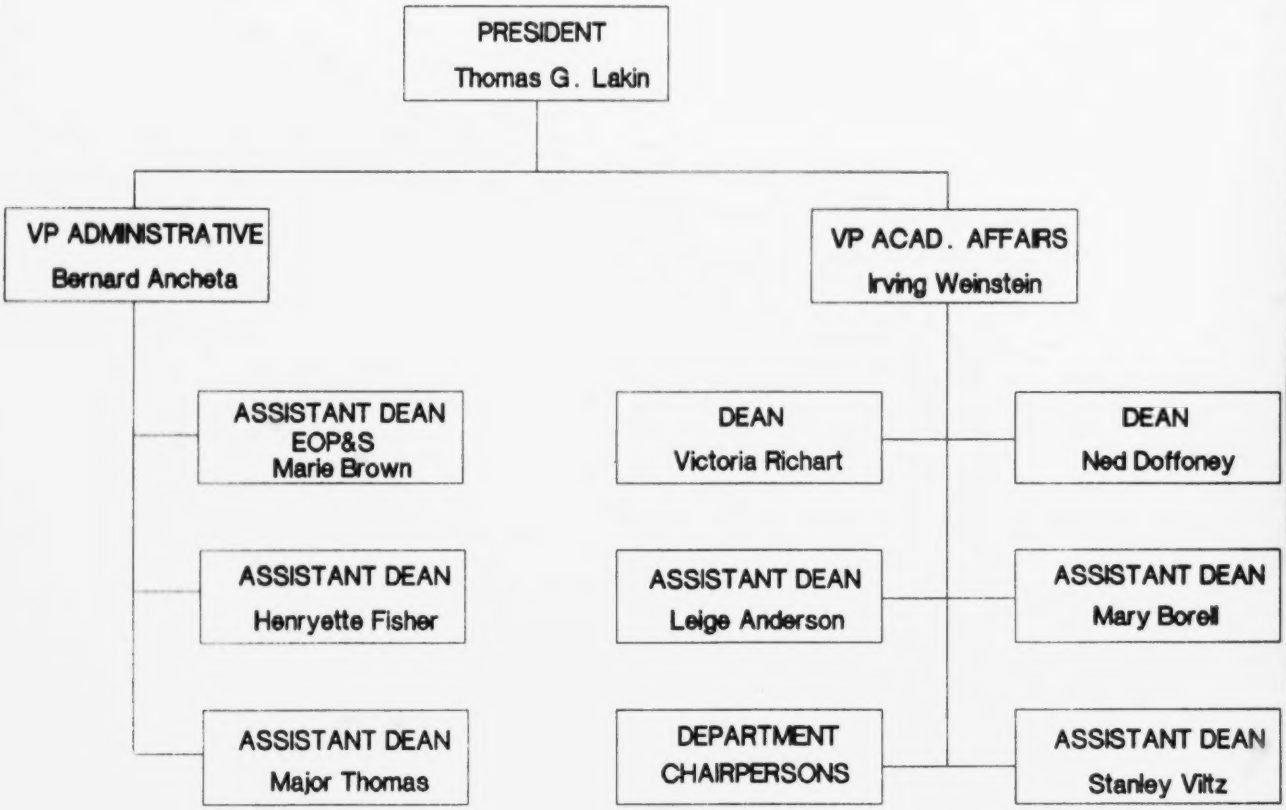
Instructional programs expanded in the variety of both offerings and clientele served. The PACE Program brought working adults to the College to take academic transfer courses. The ESL Program served the rapidly expanding Latino community. The concurrent enrollment programs with local high schools increased enrollment in regular classes and recruited these students into long-term association with the College. The new vocational programs brought both industry personnel and community residents to the College to study CAD, computer maintenance and home health care.

Student services were also augmented this year. The Counseling department served students with a new orientation program, combining testing and counseling, and SSNAP, a computerized system for retrieving students records. The SERVE Program offered all community residents the services of an assessment center for testing and job referrals.

Administrative activities for more effective operation and promotion improved the College's ability to serve its constituency. A new computerized management information system helped administrators to efficiently record and exchange information. Major links to the community were established by the Founder's Day celebration, the planning of business and industry co-instructional programs, and the establishment of the Southwest Community College Foundation, which will seek financial support for capital construction and the expansion of programs and services.

Plans for the coming year are already being implemented in this new administrative mode of constant improvement and expansion. The capital construction plans for the Technical Education Center and the gymnasium have been submitted to the State for funding. A new language lab and a new computer-aided manufacturing lab have been designed and will be equipped this summer for opening in the fall. Expanded use of the management information system and the computerized student services system are in the planning stage. Finally, committees are planning special events at Southwest as part of its year-long 20th Anniversary Celebration.

LOS ANGELES SOUTHWEST COLLEGE
ORGANIZATION CHART 1986-87



LOS ANGELES
TRADE-TECHNICAL COLLEGE

THE COLLEGE

Beginning in 1925 as an occupational outreach program, Los Angeles Trade-Technical College has become the flagship technical and vocational college of the Los Angeles Community College District. In 1949, junior college status was accorded the institution and its name was changed from Frank Wiggins Trade School to Los Angeles Trade-Technical College (LATTC). The new junior college added courses in general education, updated the content of its trade programs and introduced the associate degree.

Although the College over many years has expanded its transfer and general education offerings, the educational program emphasis and direction remain vocational and technical. Development of technical "know how" among students is stressed through a combination of exposure to advanced and advancing technology and "hands-on" work experience in the College's laboratories and shops.

In this, its sixty-second year, LATTC continues to provide the greater Los Angeles community with state-of-the-art vocational and technical educational programs, and general education and college transfer courses.

Community Served by the College

A wide variety of specialized LATTC vocational offerings attract students from throughout the 882 square-mile District and adjacent areas. About a quarter of LATTC's students reside within a five-mile radius of the college.

In the fall of 1986, the majority of the college's students (92%) resided in the South Central (26%), North Central (14%), Eastern (21%), Southwest (17%) and Western (14%) geographical areas of the District. In Fall 1986, ethnic distribution of the student population was directly related to these local population characteristics. Students were 35% black, 33% Hispanic, 14% white, 16% Asian, and 2% other. Fifty-four percent of the students were over the age of 25; 73% attended part-time; 59% were male and 41% female; 72% of the students were freshmen and 43% were first-time students. Fifty-two percent of the College's students were enrolled in day classes.

Mission and Functions Statement

The mission of Los Angeles Trade-Technical College is to design and offer educational programs and services of high quality, to provide access to programs for resident adults, and to foster the development of academic, technical and social competencies among all enrolled students.

Within the Los Angeles Community College District, Los Angeles Trade-Technical College is a specialized institution which offers collegiate level instruction leading to a certificate or an associate degree, transfer, or job entry in a variety of occupational programs in trade, technical, and business areas. General education is offered to meet associate degree requirements of occupational majors and to provide for the needs of students desiring an associate degree in General Studies. Continuing education programs are offered to meet short-term educational interests of local residents. The Community Services Program was administered by LATTC staff until March 1986; however, because of the size and cost of the program, it was deemed feasible to have administrative responsibility assumed by Los Angeles City College. Educational programs are supported by counseling, guidance, student services, library and learning resources.

College Goals

The College endeavors to:

1. enable students to obtain entry-level job skills, upgrade skills for job advancement, or retrain for a new career;

2. provide general education, life enrichment, and transfer opportunities to four-year colleges and universities;
3. implement educational, cultural, and recreational programs which will serve the needs of its community more effectively;
4. provide counseling and guidance services to potential, present and past students which will promote the concept of vocational and general education, recruit individuals to enroll in programs, assist students to make appropriate career selections, and support student quests for human dignity and self- worth;
5. provide support services to facilitate student academic success; and
6. assist students to function effectively in their social and occupational environments.

College Organization

Under the supervision of the President, the College's functions are divided between two vice presidents. The Vice President of Administration is responsible for all aspects of college administration that are indirectly related to classroom activity. Within this vice presidency there are two administrators; the Assistant Dean of Administrative Services, whose responsibilities include all campus publications and the Information Center, and the Dean of Student Services, whose responsibilities include but are not limited to such functions as contract administration, facilities management, admissions, student discipline, and student government and activities. The Dean of Student Services also administers the Career and Equity/Re-entry functions, Financial Aid Services, and Student Services. Assistant Deans of Admissions and Records and Extended Opportunity Programs and Services (EOP&S) complete the staffing in this area. The Vice President, in conjunction with various campus personnel, assumes a direct responsibility for the development and administration of the College's budget, allocation of support personnel, purchasing and supervision of the purchasing process. The Vice President also has administrative responsibility for the business office, campus police, building and grounds personnel and the campus bookstore.

The Vice President of Academic Affairs is responsible for four functions, each of which is administered by a Dean. The Deans of Technology, Arts and Science, and Letters and Applied Arts have been charged with the responsibility of coordinating, directing and planning the activities of the various academic and vocational departments which they administer. The Dean of Evening and Continuing Education has responsibility for the Outreach program, Vocational Education, Contract education, Non-credit ADA, and PACE as well as the Disabled Students Program and Services (DPS&S). The Dean of Evening and Continuing Education also provides supervision, direction and coordination for the College's Cooperative Education, Apprenticeship, and Labor Studies programs and for the Learning Resources Center and Library.

An intercollege transfer left one dean's position unfilled for the duration of the spring semester. The Dean of Evening and Continuing Education has temporarily assumed the responsibility for the duties of the vacant assistant dean's position in DSP&S.

A copy of the LATTC organization chart for 1986-87 appears at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

In Fall 1984, the first semester of tuition in the history of California's community colleges, the enrollment of LATTC declined an unprecedented 15% from Fall 1983. In one year the enrollment of students at LATTC fell from 14,848 to 12,603. The next year it dropped 5% to 11,968. In Fall 1986, the decline was reversed as the enrollment rose slightly to 12,414, an increase of 4%, but weekly student contact hours (WSCH) continued to fall by 3%. The actual WSCH went from 150,394 to 146,333, and the average WSCH per student also decreased from 12.6 to 11.8. Since WSCH is directly tied to funding, the lower WSCH total resulted in reduced fiscal resources.

The fundamental goal of all instructional programs at the College was to maintain program variety and quality while cutting back on offerings in order to adjust to declines in enrollment. This objective was met in addition to the general instructional objectives cited in the College Goals section of this report. Specific instructional objectives, which are set annually by all of LATTC's instructional departments, were met in many instances, although a general decline of resources severely hampered instructional progress and accomplishment of objectives.

Major instructional projects that were successful included the refinement of the educational program evaluation system, the ongoing review of the placement of courses in specific disciplines, the implementation of courses in vocational English as a second language (VESL), the further development of interdisciplinary courses, the further enhancement of programs, courses and curricula which stress the importance of reading, writing, computing and critical thinking, and the introduction of computer usage in a variety of disciplines.

During 1986-87, microcomputers became integral learning tools in several areas. Computer literacy courses were offered in the Instructional Resources Laboratory. In addition, students in science and mathematics were required in many courses to become familiar with and to use computers. Students in chemistry, physics, and mathematics were required to complete assignments using microcomputers. Computer graphics courses were introduced into the Commercial Art Program, and were successfully conducted during the spring semester.

An administrative reorganization in July, 1986 resulted in the assignment of a Dean for Evening and Continuing Education. This new function has brought about improved services to the evening students and staff at the college. The Evening and Continuing Education Dean is responsible for the college's non-credit education, contract education, labor studies, apprenticeship and cooperative education programs.

The revitalization of the evening office has resulted in the expansion in the number of outreach programs offered by the College. The staff developed and expanded the Los Angeles City's Civic Center Program and the Los Angeles Unified School District (LAUSD) educational programs with support provided by the labor studies staff. A new contract program was developed and initiated by providing short-term educational classes for the employees of Transamerica Occidental Life Insurance Company. Additional Outreach locations include Los Angeles County Facilities, Department of Water and Power and Hughes Helicopter.

The Evening Division restructured the Cooperative Education Program to focus on providing work experience meaningful to the student's educational program. This was accomplished through the assistance of the labor studies and apprenticeship staffs. The Program helps to ensure that students will acquire the right knowledge, skills and attitudes for successful employment.

The Evening Division assisted evening students by providing an appropriate liaison between students, faculty, and college administration. It also coordinated the evening assessment program. Evening division staff are now available to evening and outreach students and staff for assistance with a variety of problems.

The assessment program offered appropriate enrollment guidance for new and continuing students. Placement tests in mathematics and English were given and recommendations made in conjunction with the Counseling Department.

During the 1986-87 year, approximately 10,100 student applicants were either tested, waived or had duplicate test scores retrieved. The ability to retrieve previous test scores and issue duplicates has been vastly improved with the installation of a microcomputer system. Experience this year showed that the system will be more effective as the staff becomes more skilled in the use of computers.

Transfer

The academic curriculum at LATTC was originally introduced to complement its occupational programs. This original intent is still evident. However, as a comprehensive community college, LATTC now offers a wide range of programs and courses for students desiring to transfer to a four-year college. Approximately 12% of the College's students are enrolled in programs which are designed to provide the first two years of a four-year college program.

Within the general education curricula students are encouraged to develop their ability to write, read critically, and think quantitatively and qualitatively. During 1986-87, faculty continued to use a variety of methods to impart these skills to students. Many more writing exercises were developed,and essay writing was a required part of the coursework in social sciences. The continuing review of competencies expected in English offerings will probably lead to the development of more consistent course competency requirements for all English skill development courses that the College offers.

Vocational.

The instructional programs at LATTC are focused mainly on vocational, technical and career education. Vocational programs utilize over 75% of the College's resources and enroll over 70% of the College's students.

During the 1986-87 academic year, the major emphasis in all vocational programs was on program and course review and updating. Over 45 program advisory committees, composed of representatives from business and industry, reviewed their respective

programs. They provided the College with valuable advice which will be used to update vocational, technical and career program curricula during 1987-88. On the basis of program advisory committee recommendations from 1985-86, programs were altered, curricula updated and new equipment acquired. One example of change was the updating of the Electrical Construction and Maintenance Program, with the inclusion of instructional material on analog and digital electronics. Approximately $18,000 worth of instructional equipment was purchased, including enough oscilloscopes for a complete class.

A Heidelberg press was purchased and installed in the graphic communications area. Considerable equipment funding was also obtained for the Automotive Department. Nine new automobiles were also donated to this program and the donors were recognized at the Master/Advisory Breakfast held on June 9, l987. The planning of a pilot course in robotics and the acquisition of adequate instructional equipment was also completed during the year.

The progressive phasing in of the 2+2 program in the Electronics and Computer Science Department was commenced during the year in collaboration with the Abram Friedman Occupational Center. Many high school students visited the campus and most were interested in viewing the Computer Assisted Design (CAD) facilities in the Drafting Technology Department.

The increased use of administrative computing allowed the College to produce the 1987 summer schedule of classes in-house.

The Registered Nursing Program received continued accreditation as a result of a visit by a Board for Registered Nursing (BRN) visiting team. The Nursing and Health Occupations Department implemented the Vocational Nursing curriculum revisions in two of the three semesters to be affected. About eighty percent of the graduating students were successful in the State Board licensing examinations. However, changes in the licensing examinations for vocational nurses has necessitated extensive changes in the curriculum as well as in the Nursing Learning Laboratory.

In the Business and Office Administration Department, the curricula in supervision, word processing and real estate were all reorganized and updated. Supervision classes were increased from six last year to 14 sections this year. Real estate classes were most popular; average class size was 42.

Advisory committees also actively supported vocational, technical, and career programs by obtaining donations of supplies and equipment for instruction. Supplies included many tons of steel and aluminum bar stock for the Metals Department, a

truckload of plywood and counter tops for the Cabinetmaking Program, and periodicals for the Fashion Center library.

The continued excellence of the College's vocational programs and student achievement was evidenced by the continued demand by industry for program graduates. Most faculty also demonstrated their commitment to excellence by participating in staff development activities, attending technical conferences, and publishing technical books and articles.

Apprenticeship

Overall enrollment in apprentice programs remained relatively stable. Deregulation of the transportation sector has resulted in a drastic reduction in the number of apprentices in the rail and trucking industry. A slight growth in other programs caused an increase in total weekly student contact hours (WSCH). The growth from Spring 1986 to Spring 1987 was over 5%.

The Apprenticeship Program continued to meet the needs of the various Joint Apprenticeship Committees by being flexible and furnishing classes both on campus and off campus as needed. As of Spring 1987, sixty percent of the Program was off campus.

The Program generates funding through WSCH; this year the rate per WSCH was increased by the legislature from $3.56 to $3.76. This increase and the growth in WSCH have permitted the Program to support other activities of the College. Campus toolrooms were provided with supplies, tools and equipment. Audio-visual equipment was purchased to supplememt the equipment available at the Learing Resources Center. Apprenticeship has bolstered efforts to increase off-campus and Saturday enrollments.

The Apprenticeship Program was also supportive of LATTC'S ongoing educational programs; a large part of the enrollment in Cooperative Education was generated by apprentices.

The Program continued to meet the demands of various Joint Apprenticeship Committees by organizing and offering classes whenever requested. Since the program is separately funded, it has not been handicapped by a reduction in funds as have items in Program 100 of the College Budget.

Developmental

One of the more pressing issues at LATTC is the incorporation of a strong developmental education program into the curriculum. Although the College currently offers numerous developmental classes in reading, writing and mathematics, the continuous influx of students with lower than college-level basic skills has created an educational resource utilization dilemma.

In 1982, the College carefully examined its developmental education program and created a Master Plan for Developmental Education. During the 1983-84 and 1984-85 academic years, the plan could not be implemented because of fiscal conditions and shrinking resources. However, in 1985-86 the College did put into motion the acquisition of resources, taking advantage of new provisions permitting community colleges to claim apportionment for organized tutoring programs. Coincidentally, the new provisions complement and coincide with the original LATTC plan. This year the College was able to continue the Program 100 Tutoring service. It is planned to substantially augment this program in 1987-88.

The College's basic skills program for vocational students was once again funded by the Perkins Vocational Educational Act (VEA) during 1986-87. For the past six years, this program has been very successful in providing tutoring and individualized instruction for the College's vocational students who may be experiencing difficulty in mathematics or English. The College has now incorporated basic skills into both the EOP&S and regular tutoring programs, in order to eliminate the duplication of services for developmental students. The basic skills program has been relocated to the Learning Resources Center, where students will have access to comprehensive learning material and the Instructional Resources Laboratory.

Faculty Achievements

The LATTC faculty was once again very active not only in teaching responsibilities but also in professional concerns. The range of activities included memberships in professional organizations and leadership of professional organizations; publication of books and articles; participation on campus, District and Statewide committees; and consulting services.

Various LATTC faculty were active members of professional organizations as the American Federation of Teachers, the California Real Estate Educators Association, the American Vocational Association, the Association of Educators in Journalism and

Mass Communication, the National Restaurant Association, the National Association of Automotive Teachers, the Los Angeles County Museum of Art Costume Council, the American Association of Community and Junior Colleges, the Modern Language Association, the National Council of Teachers of English, the California Business Education Association, the American Society of Heating, Refrigerating and Air Conditioning Engineers, the Los Angeles Fashion Group, the California Cosmetology Association, the California Association of Black Faculty and Staff, the United States Professional Tennis Association, the California Nurses Association, and many others.

Several faculty have been recongnized for their expertise. Mr. Pete Brown was selected Community College Coach of the year by the California Association of Coaches. Ms. Pat Wilson was selected for the District Curriculum Laboratory and was also named to serve for two years as a member of the panel which evaluates applications to the Fund for Improvement of Postsecondary Education. Mr. Bill Tom was honored as the National Seniors (60+) Champion in Badminton. Mr. Richard Wells is participating in a statewide "Substance Abuse Program" for athletes.

Technical books published by faculty this year included *Electrical Construction and Maintenance Techniques* by Elliot Gray and Melbourne Bailey; *Understanding Electronics and Computer Technology,* by Ronald Reis, *Modern Microwave Technology* and *The Benchtop Electronics Manual*, both by Victor Veley, and *The Complete Book of Fashion Illustration*, by Sharon Tate and M.S. Edwards.

Faculty involvement in the governance of LATTC was demonstrated by participation on the Campus Budget Committee and Administrative Council, the Faculty Senate, meeting between the College Administration and the leadership of the American Federation of Teachers (AFT) and the Campus Curriculum Committee. The four standing committees that had been established in 1984-85 continued to be operative in 1986-87. They were Counseling, Learning Resources, Continuing Education and Campus Environment.

The gradual aging of LATTC faculty and the difficulty of replacement are both causes for concern. The number of full-time faculty has declined from a high of 253 in the Fall if 1980 to the present level of 204. Although student enrollment and student contact hours have fallen by greater percentages than the faculty, the College's inability to hire more full-time instructors has caused an absolute decline in program offerings and slowed plans for revitalization and new program development. The advancing age of LATTC'S full-time faculty is exacerbated by the declining rate of replacement. The average age of the full-time LATTC faculty member is 56; the median age is 54. These statistics do not vary more than 10% among the 14 departments at LATTC. Advancing

age among the College's faculty has both positive and negative effects on the education and training of LATTC students. The negative view holds that some aging faculty members, who have not updated their skills and who continue to teach obsolete material in an antiquated manner, do not provide students with relevant education and training. On the other hand, most experienced faculty may be considered master teachers, who provide students with the most relevant education, since they do not have to experiment in order to present the most important and current material. Both conditions exist among the faculty at LATTC. An opportunity to select and hire new faculty would certainly help those departments that are experiencing more of the negative than the positive aspect.

Library and Learning Resource Center

The main objective of the College's Learning Resources Center (LRC), which includes the Library, Media Services and the Instructional Resources Laboratory, was to maintain the level of service provided in 1985-86, in spite of a reduction in staff. It is becoming very evident that the College needs to update its holdings. About half the books have publication dates prior to 1970; only one percent were published after 1980. The collection needs to be inventoried and a plan for updating must be developed. The whole library operation needs to be more computerized; it is estimated that a sum of $11,000 is needed as soon as possible for this undertaking. A good electronic security system is also badly needed; such a system has been ordered and should be installed early in the 1987-88 academic year.

In 1986-87, the Library was able to procure only 851 books, about 70% of the 1,206 purchased last year. Part of this problem is due to the fact that books are increasing in cost by about 12% per annum. The number of persons using the Learning Resources Center was down from 255.000 in 1985-86 to 237,000 in 1986-87. Periodical subscriptions remained substantially constant at 367 this year.

Instructional Media Services was adversely affected by lack of adequate staffing. The Learing Resources Center has lost ten staffing positions since 1981, with only one replacement. The losses have affected the Instructional Media Services section most adversely. On the positive side, they were able to purchase a new camcorder, courtesy of the Associated Student Body. They were thus able to make video recording without a large crew. During the academic year, over 550 job requests were processed.

The Learning Laboratory was able to develop a Computer Assisted Instruction (CAI) classroom that was used by nine faculty members on a regular basis. The procurement

of a Kodak Datashow projection system is planned for this room. Student contact hours in the Learning Laboratory were up over 30% this academic year.

The LRC in many ways continues to be the center of campus activity. Faculty and students use the Library and Learning Laboratory; faculty also use Media Services. Tutoring services for the VEA, general fund and EOP&S programs are located in the LRC. The entire campus community uses the media theaters for a variety of activities; and the writing laboratory is located in the LRC. Properly utilizing and supporting this facility has become a very critical campus priority.

Student Services

Admissions and Records

Improvements in admissions procedures and the lengthening of the enrollment period made it possible to keep the waiting lines short during registration. Student records were processed in an efficient and expeditious manner. In 1986-87, approximately 35,900 applications were processed and a total of 26,300 students were registered. In addition, approximately 5,650 requests for transcripts were honored. The evening supervisor position was filled, as was the vacant intermediate clerk typist (ICT) position. For the first time in years, the staffing was at full complement.

Counseling and Services to Special Clienteles

During 1986-87, the Counseling Center staff implemented the counseling plan, while providing the student body with personal, academic and career counseling. In addition to these traditional functions, the Center staff continued the implementation of Project ACCESS, conducted orientation for entering students, visited local high schools to disseminate information to high school students, and implemented plans to interact more effectively with academic and vocational faculty. Approximately 195 foreign students from 30 countries enrolled at the College during 1986-87, and these students had to be given special counseling.

The Counseling Department was fully staffed during the 1986-87 academic year. Despite the fact that many of the counselors were unfamiliar with the special needs of

vocational students, the relatively new staff has adjusted well to the complex LATTC environment. The staff is composed of professionals who all possess counseling credentials, come from a variety of ethnic backgrounds, and possess varied in-depth life experiences. The College continue to align the strengths of each counselor with the needs of the students, in order to develop a comprehensive, cohesive and effective counseling service. The staff was able to make an estimated 95,000 counselor/student contacts during the year.

The major objective of designating an academic counselor for the student athletes was achieved with the appointment of Ms. Paula Banda as the liaison counselor to the Physical Education department. Goals for next year include improved coordination with other student service departments, acquisition of more extensive and accurate information for the benefit of students and provision of greater visibility for counselors to improve the image of the Department.

The purpose of the EOP&S program is to encourage the enrollment and retention of students handicapped by language, social and/or economic factors. This year, 1,455 students attended group or individual Financial Aid assistance workshops offered by EOP&S. Approximately 920 students received orientation to the program and were granted services. The textbook loan library was utilized by 190 students. Other services included classes, cash grants, recruitment, campus tours, textbook purchase loans, and assistance in obtaining financial aid.

Disabled Student Programs and Services (DSP&S) was able to supply interpreter services for the deaf to West Los Angeles, East Los Angeles and Los Angeles City College. This was done under the recently adopted DSP&S regionalization plan for support services. Because the majority of the students in the DSP&S program are hearing impaired, all special education courses are geared to assist these students with communication. The Program served 360 full service students during the 1986-87 academic year. In addition, 57 limited service students were assisted. The student/instructor ratio was decreased in order to meet the special needs of students as required by Title IV regulations. This ratio had previously been too high.

This year, 13 program students graduated with Associate degrees and 3 students received certificates of completion. Two disabled students will transfer to the California State University (CSU) system in Fall, 1987.

The DSP&S program continued to provide equal physical access to LATTC facilities for all eligible students by providing adequate space, special equipment and by removing identified structural barriers. Construction is being completed on elevators for building B,E, and J.

The Equity Re-entry Center provides counseling and guidance to returning men as well as women, to assist them in coping with the college environment. Academic success was facilitated through counseling and the services of the Resource Specialist. Students with identified learing disabilities are aided in better cognitive learing methods and tutoring. The Center provided career and emotional counseling to promote the concepts of vocational and general education.

Financial Aid

During 1984-85, the Financial Aid Office was reorganized to work in conjunction with the Central District Unit. However it was found that the new structure did not function optimally. In July 1986, the system was again decentralized and a fully staffed office set up on the LATTC campus. In 1986-87, financial aid applicants were served in a timely and efficient manner. The use of electronic systems and terminals has improved the accuracy, audit ability and currency of student records. Approximately 2,500 applications were received during the fiscal year. About 1,875 were processed, and of these approximately 1,200 awards were made. The main goal for next year is to continue at the same level of efficiency.

Special Services

The Child Development Center successfully provided child care for student-parents, and in so doing offered a suitable pre-school environment for the children. The Center also provided a laboratory enivronment for a number of student groups, including child development students, a children's literature class, a Los Angeles Unified School District (LAUSD) business class, and a special group from Mount St Mary's College. Inadequate funding, shortage of staff, unsatisfactory maintenance and the lack of substitute personnel were continuing problems at the Center.

Tutorial services at the College were funded through Program 100 and the Vocational Education Act (VEA). The Program 100 tutoring center provided tutorial assistance and academic support service to the entire student body with no eligibility restrictions. Services were in the areas of basic skills, ESL and other academic subjects. There was an enrollment of 407 for the year. The VEA tutorial program provided both day and evening service. In Fall 1986, the program had approximately 12,000 contact hours and in Spring 1987, hours increased to over 13,000.

The College did not maintain a central placement office this year. The function of placing graduates has been returned to the vocational departments. The demand for graduates of occupational programs was greater this year and most programs had no problem placing their graduates.

The LACCD Labor Center, established in 1978 to meet the labor education needs of working people in the District, devoted its first four years to the development of the labor studies curriculum and non-credit labor education programs. Since 1982, the Labor Center has also been involved with programs and activities directly related to labor education. In 1986-87, Center staff assisted the Evening and Continuing Education Office in expanded outreach and contract education acivities, and helped restructure the Cooperative Education Program. In 1987-88, the Labor Center plans to rebuild the Labor Studies Program, expand its labor education activities, and provide national leadership for the PACE program.

Student Activities

The Office of Student Activities coordinated and facilitated the student government program, which included such activities as campus clubs, student loans, commencement exercises and injury insurance. Special programs with educational value were also initiated and coordinated by the Office. These included a Black History month and Cinco de Mayo celebrations. The Associated Student Organization (ASO), in conjunction with the Office of Student Activities, participated in and supported the College Transfer Day, blood drives, voter registration drives and Forensic team competitions. The ASO also sent four representatives to a statewide student conference.

The Athletic Program continued to offer the same number of sports as in 1985-86. This program is now the third largest in the Los Angeles Community College District. Despite stringent District policies, local support for the program resulted in a successful year. The coaches are especially to be thanked for accepting pay reductions without curtailments of services. In addition, the Associated Student Body committed funds to purchase a van for transporting student athletes to collegiate functions. Conference championships were earned in cross-country and women's basketball. The women's basketball team won two regional play-off games and then lost in the State tournament to the eventual State champion. Mrs. Ilka Gillette ran twelfth in the State cross-country championships.

Community Services

Classes

The Community Services Program at LATTC was terminated during the 1984-85 academic year. In 1985-86, a pilot program was conducted by Los Angeles City College to offer non-credit classes on this campus. Based on this experience only about 35 classes were offered during 1986-87. These classes varied in length from one day to six weeks. The most popular classes were traffic violator training and those on computer basics. The new system appears to be effective.

Special Events

The renting of the Grand Theater to outside groups during the year generated some income for the College. Also,this activity helped promote awareness of the College in the community. The Theater attracted many diverse groups from throughout the city. Special productions and events in 1986-87 included a number of Gospel concerts, some commerical film productions, the Blackwell Dance Academy and at the end of the year, many local junior and senior high school graduation ceremonies.

Plans to generate adequate funds for maintenance of the Grand Theater were mostly successful this year. Many groups felt that the fees were too high; however, the cost of maintenance, custodial services, liability insurance, utilities etc, had to be recovered. The facility could not be operated at a loss.

Planning, Research and Development

Long-range planning

During 1986-87, the Vice-President for Academic Affairs, under the direction of the President, continued the College's strategic planning. Though circumstances were difficult, attempts were made to more closely determine future directions. The Vice-President was convinced that, in an environment of declining resources, lessened

local control, and an inability to make programmatic changes, the College should consider its real future options and clarify its long range planning.

More precise strategies were developed in the areas of college image building, student services, planning and control, and the development and use of resources. The strategies in planning and control were most concerned with the reassessment of all-college priorities.

Long-range planning efforts have also continued through college planning forums (e.g., Budget Committee, Curriculm Committee, Executive Council, Administrative Council), refinement of the program review and evaluation system, and the activities if the LATTC Foundation. Finally, planning efforts to update the Mission Study compiled by LATTC in March, 1978 were considered; these efforts would focus on determining college and student needs over the next 10-15 years.

Research Projects.

The College continued implementation of the Program Evaluation Project this year. The purpose of this project was to help identify strong instructional programs, determine the support necessary, and pinpoint weak programs so that remedial measures could be implemented. Eight programs involving 55 faculty members were evaluated and reports made. Resources such as staff and equipment were critically evaluated and the results reported to the Vice-President for Academic Affairs. It is expected that many deficiencies and shortcomings will be dealt with during the 1987-88 academic year. The study on how to implement a comprehensive student follow-up survey will be continued in the Office of Academic Affairs.

As Faculty supplied input for the Program Evaluation Project, and took part in drawing conclusions and making decisions, there was a marked overall improvement in their morale.

Special Fund Development

The College was successful in bringing in considerable monies and equipment to supplement the District-funded Program 100 budget. Over $600,000 of VEA funds were obtained for miscellaneous equipment, basic skills, equity/re-entry and handicapped support. The Employment Training Panel furnished $170,000 for computer-assisted

apparel grading, marking, and pattern development. The College's new equipment budget enabled $27,520 to be spent on vocational training, and DSP&S obtained a $270,171 grant from the State of Californis. The Los Angeles Trade-Technical College foundation received donations and grants during the 1986-87 academic year of $95,000.

Other Projects/Reports/Activities

The College completed its fifth-year accreditation self-study and consequently received an unconditional five-year reaffirmation of accreditation. In the 18 months preceding the team visit, the College organized its self-study activities so that the report would serve as a planning document for the five years. The team report included commendation of the College's efforts in the areas of strategic planning, program evaluation and college governance.

During the academic year, considerable effort was devoted to improving the College Catalog. The requirements for the Associate in Science and the Associate in Arts Degrees, as well as the Certificates were clarified and organized into a simpler format. The class schedules were also rearranged for more efficient use by counselor and students.

A curriculum data base management system for use on an IBM personal computer was also developed during the 1986-87 year.The College can now produce and print the schedule of classes completely on campus.

Community Relations and Marketing

Public Information and Student Recruitment.

During 1986-87, a College Information Center was established on campus. The Center was an integral part of the student recruiting and intake process, and provided information to all students, staff and vistors to the campus. The Center also coordinated high school visits and campus tours, and furnished literature used in recruiting. This

year, the Center mailed out approximately 11,000 items inculding catalogs, schedules and brochures. Over one thousand prospective students from thirty high schools were given campus tours.

The District Office of Communications Services continued to disseminate news releases each month to over fifty newspapers as well as to local radio and television stations, local colleges, high schools, public officials and community advisory groups. The Public Information Officer assigned to the College produced a number of departmental brochures, as well as special public relations releases for the President's Office. Finally, LATTC received substantial public service air time for the dissemination of public service announcements of College events.

In order to increase recruitment activities, a College Recruiting Committee was established. As a result of this committee's enthusiasm, high school visits were increased to 95 this year. In addition, a mailer entitled "Quality is our Product" was sent to selected zipcodes. A billboard campaign was initiated, advertisements were placed in Downtown News, and shopping center displays were featured in Broadway Plaza and City Hall.

During the spring semester, graduate students in the MBA program at the University of Southern California (USC) completed an initial marketing plan for the College. Working with college staff and based on information provided from student, employer, and staff surveys, the group developed a set of recommendations to form the basic plan. The final version will incorporate the USC recommemdations with marketing strategies included in the strategic plan and the 1987 accreditation self-study. This venture was only one aspect of a new partnership that Trade-Tech has developed with USC.

Articulation with Schools and Colleges

In order to improve relations with surrounding high schools, each counselor has been assigned as a liaison with an individual school. Thus, eight counselors have been assigned to as many high schools. In addition, plans have been developed to conduct assessment in six more high schools that are more distant from the College.

For the third year, the College hosted a mathematics competition for high school students. Sixty students participated in the competition. The main prizes went to the three highest scorers, who were awarded cash prizes and plaques provided by the

LATTC Foundation. The Foundation sponsored the event with a contribution of one thousand dollars.

Contacts with Business and Industry

There are approximately 450 members of the greater Los Angeles community serving on LATTC's educational program advisory committees. These business and industry leaders provide advice and assistance of considerable value to the College. A culminating activity for the committee members is an annual Advisory Breakfast catered by the Culinary Arts Department. At this year's breakfast, the guest speaker was Ms. Maria Contreras-Sweet, Vice President for Public Affairs at the 7-Up/RC Bottling Company of Southern California. Ms. Sweet is an active member of the community and is board chairperson of the Mexican-American Foundation, a multi-million dollar service agency. She is also a member of the Los Angeles County Commission for Women and serves as chairwoman for the Corporate Advisory Committee of the Hispanic Women's Council. Ms. Contreras-Sweet was honored as Woman of the Year at the National Hispanic Women's Conference. It is fitting to note that she was the first female guest speaker at an LATTC Master Advisory Breakfast. Ms. Sweet delivered an inspring address on the topic of young minority persons seeking education and careers. She emphasized the need for a positive self-image as a basis for success.

College administrators, faculty, and staff participated in numerous community forums. Information concerning LATTC was shared with other educational institutions, civic bodies and business groups.

Administrative Services

Facilities and Maintenance

LATTC has one of the older campuses in the District, with facilities constructed over the past fifty years. All of the buildings are used for instruction. Many contain an extensive investment in equipment used by students in vocational programs. The older buildings present many challenges, as they are not air-conditioned and often require extensive repairs. The newer buildings are beginning to deteriorate as they become more heavily used. The Physical Education outdoor facilities are in need of

reconfiguration and grading. The overuse of the outdoor facilities by the local community has been detrimental to their use for instructional purposes.

In 1986-87, funds were available only for minor repairs and maintenance. The staff dropped from 39 to 35 employees. Nevertheless, 4,650 work requests were processed, as compared to 4,506 the previous year. Energy conservation controls were installed on the heating, ventilating and air conditioning systems in the H and K buildings. A $196,000 contract for the removal of all hazardous asbestos material was completed under the terms of the Asbestos Abatement Program. Alterations were made in the B and K buildings to make them self-sufficient in hot water supplies.

The comprehensive plan for preventive maintenance is now being refined. A preventive maintenance program is especially important for a campus located on only 24 acres with an average of 12,000 people using its facilities daily.

The micro-computerization of the College business function has continued with the installation of a network, making electronic communication possible between offices.

Fiscal Operations/Business Office

During the 1986-87 fiscal year, the Business Office operated at 60% of full staffing level. However, college and student needs were efficiently met throughout the year. In addition, the Office took over the responsibility for the fiscal management of the LATTC Foundation. The Business Office also developed a returned check program, using the IBM personal computer. This program wili be implemented in the 1987-88 fiscal year. A major problem continued to be the lack of trained permanent employees.

Security and Safety

During 1986-87, the ability of the campus safety and police to meet the law enforcement needs of the College was greatly limited by a shortage of personnel. Nevertheless, 95% of the campus service calls and 100% of the emergency calls received timely response from officers. It should be noted that during the year there was a much higher volume of significant theft on the campus.

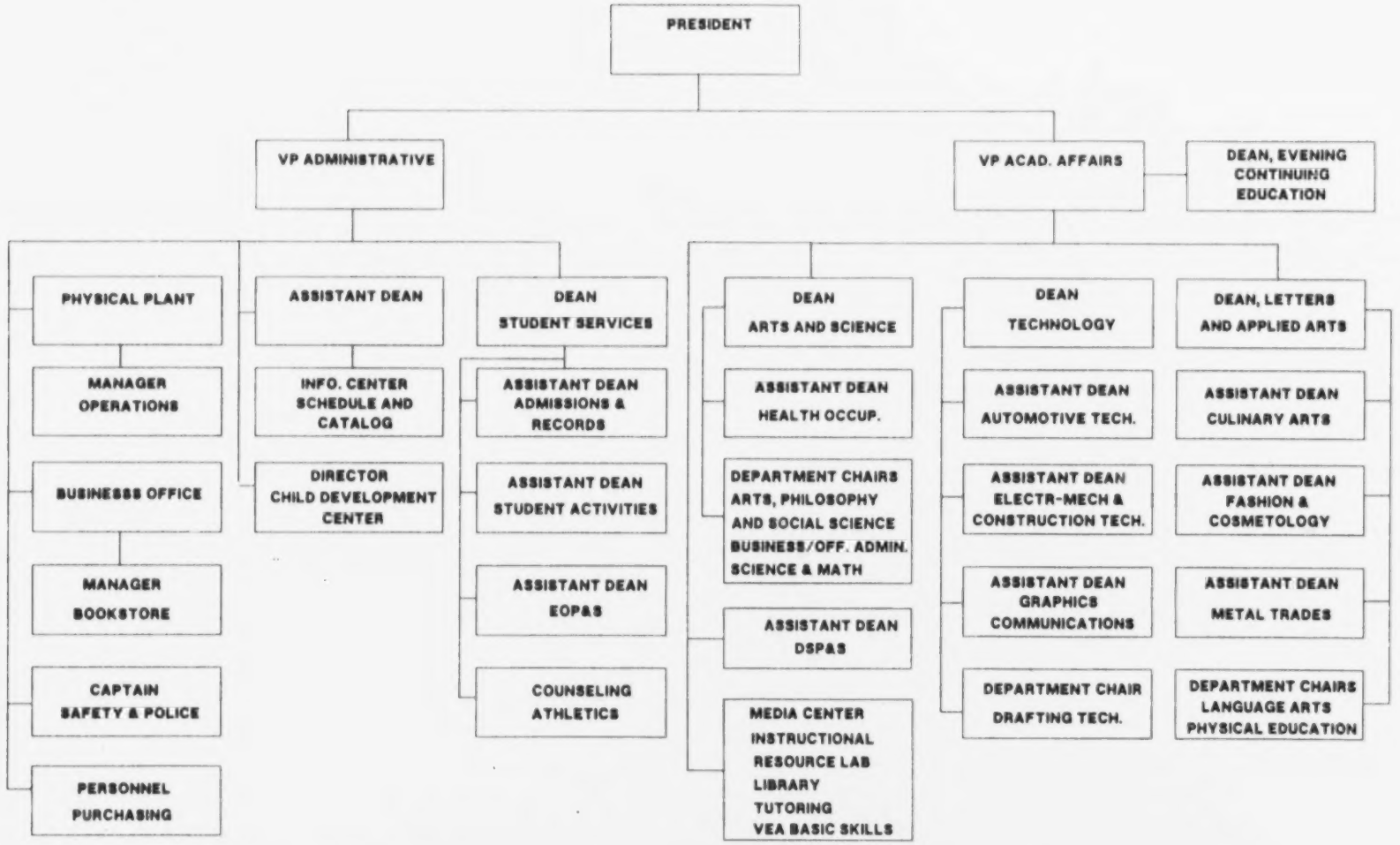
SUMMARY

Los Angeles Trade-Technical College experienced many achievements and challenges in 1986-87. Major achievements included high enrollment in instructional programs of fine quality, the support the College continued to receive from the greater Los Angeles community, the College's continued effort to evaluate and improve its programs, expanded marketing and recruitment, new state-of-the-art equipment for instructional programs, the computerization of many adminstrative functions, and the continued high quality of instruction provided by the College faculty.

The challenges faced by the College in 1986-87 were most often associated with a general decline in resources. Continuing personnel shortages caused dislocations and created many situations that still require attention. Budget erosion created the need for a thorough investigation of ways in which the College can survive and offer high quality educational programs if this decline continues. Other continuing challenges included the development of programs to address the growing literacy needs of entering students, staff development activities to address the changing needs of an experienced faculty, computerization of mundane and repetitious administrative functions, the further enhancement of the counseling and student advisement function, and the maintenance of deteriorating equipment and facilities.

Overall, LATTC, with its dedicated faculty, administration and staff, has already set in motion activities that will permit the institution to not only survive but continue to deliver the educational programs and services the greater Los Angeles Community has come to expect of it.

LOS ANGELES TRADE-TECH COLLEGE
ORGANIZATION CHART 1986-87



LOS ANGELES VALLEY COLLEGE

THE COLLEGE

Community Served by the College

Los Angeles Valley College (LAVC) continues to serve a varied and changing population in the Eastern San Fernando Valley. Van Nuys, North Hollywood, Sherman Oaks, and Studio City are the primary communities served. The college-age (18-54) segment of the community in which Valley College is located numbers about 254,000. Five percent of this population is less than 20 years old; 16% is aged 20-24; 36% is 25-34 and 44% is 35-54. The ethnic makeup of the community is about 4% Asian, 2% black, 17% Hispanic, 76% white and 1% other. In over 24% of the homes, a language other than English is spoken.

Of the 18,190 students enrolled at Valley College in Fall l986, 18% were under 20 years of age, 29% from 20 to 24, 30% from 25 to 34 and 23% 35 years of age and above. The ethnic makeup of the College was 11% Asian, 6% black, 16% Hispanic, 63% white and 4% other. About 56% of the students were female. Of the students enrolled in English, about a third are in developmental and/or ESL English classes. Twenty-three percent of the students have completed less than 12 years of education; 33% have completed 12 years, 25% 1-3 years of college, 10% 4 years and 9% have finished 4 years of college or more.

Total employment in the communites served is approximately one half million, with 30% in manufacturing, 26% in services, 17% in retail trade, 10% in government, and 17% in a variety of other occupations. Approximately 64% of the workers in this primary service area are in white collar jobs: clerical, technical, sales, and management.

Mission and Functions Statement

The mission and function of Los Angeles Valley College is in keeping with the mission statement adopted by the Los Angeles Community College District Board of Trustees, which is to provide lower-division general education, occupational education, transfer education, transitional education, counseling and guidance, community services, and continuing education programs which are appropriate to the communities served and which meet the changing needs of students for academic and occupational preparation, citizenship and cultural understanding.inging In pursuit of these goals, the College endeavors to: promote equal opportunity for participation; maintain appropriate standards for academic achievement; provide an educational environment which meets the needs of students with varied learning skills; provide support services which contribute to instructional effectiveness and student success; affirm the importance of multi-cultural, international and inter-cultural collegiate experiences that foster individual and group understanding; and effectively manage educational and financial resources.

College Goals

In order to assist students in achieving their educational objectives, the faculty and staff of Los Angeles Valley College strive to provide:

1. counseling services directed toward identifying and fulfulling educational, financial, health and other personal needs;
2. opportunities to recognize and further develop a sense of curiosity and the understanding of oneself and others in an atmoshphere of freedom and open communication;
3. realistic experiences to develop and use problem-solving techniques in the achievement of stated objectives;
4. opportunities to explore, understand and participate in the governance of the college and in other social structures;
5. opportunities to evaluate the effectiveness of the educational process in terms of the students' own goals;
6. involment of the members and resources of the community at large in the educational process in a participatory as well as in an advisory capacity; and

7. cooperative relations with other institutions in promoting appropriate educational, cultural and occupational programs.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Transfer

The Transfer Program focused on curriculum development, strengthening the organization and delivery of instruction, and improving articulation with high schools and four-year institutions to increase the number of transfer, associate degree and career certificate students. There are already indications that these efforts will be successful. The overall college weekly student contact hours (WSCH) increase of 10% between Fall 1985 and Fall 1986 was spearheaded by gains in transfer disciplines. English was up 11%, mathematics 9%, Spanish 17%, and biology 10%, to name a few. WSCH in art rose by 23%, despite the loss of one full-time equivalent (FTE) faculty. College WSCH/FTE as a whole rose 17% in Fall 1986, reflecting increased productivity.

The Honors Program is designed primarily for students who plan to transfer to a four-year college or university; it consists of academically enriched general education courses utilizing both written expression and critical analysis of ideas. Beginning in Fall 1987, the Honors sections will provide academically-motivated students who meet the admissions criteria opportunities to learn in a challenging and stimulating environment. This year, a faculty member was selected for a .4 full-time equivalent (FTE) assignment to coordinate the Program, under the guidance of an advisory committee.

At present, Honors sections have been designated in English, history, philosophy, geography and psychology, with others to be developed. An honors student will need to complete a core of six Honors sections, or an individualized program, with a grade-point average (GPA) of at least 3.0. Students in the college Honors Program may participate in interinstitutional programs with University of California at Los Angeles (UCLA) and California State University, Northridge (CSUN) that will enhance their academic development. A student completing the Valley College Honors Program will have junior-level priority admission to the College of Letters and Science at UCLA.

Tangible evidence of the success of the transfer program was shown by the fact that 13 out of 38 applicants for UCLA Alumni Scholarships were from Valley College. To even apply, a student must be accepted as a transfer student to UCLA. The UCLA Theatre Arts Department accepted 40 transfer students, of whom two were from Valley College. Over 60 would-be transfers took the entrance examination to Cal Tech. A Valley student, Herbert Burrows, scored fifth highest on the mathematics part of this examination. He was one of only nine students accepted to Cal Tech as a transfer.

Reduced ability to offer specialized classes with hourly rate instructors; shortages of audio-visual equipment and materials; continued wear on laboratories, building and equipment; and shortages of supplies and student workers were some of the problems affecting instruction. Despite these constraints, the Transfer Program continued to excel and fullfill its mission.

Vocational

The College will soon begin comprehensive marketing of vocational education to business, industry and labor. The Career Education Committee has developed program-planning worksheets for career education certificate students. Short-term career education certificates are being developed to prepare students more rapidly for entry-level employment and career development. There will be a specially funded personal computer service program for small business, and another specially funded program to assist the Engineering Department in integrating its Computer Assisted Design and Computer Assisted Manufacturing (CAD/CAM) and Computerized Numerical Control (CNC) projects. A Computer-Integrated Manufacturing Program will be developed, and vocational education faculty will be trained in the uses and applications of personal computers.

The Engineering and Office Administration Departments continued to develop special funds to keep their programs current with the evolution of high technology. The two departments were awarded grants totalling $435,000 from the California Employment Training Panel. Of that amount, $325,000 was awarded for updating and maintaining CAD/CAM laboratories. One hundred ten thousand dollars was awarded for continuing the office automation training projects, which will enable the Office Administration Department to expand its on-campus labortory to 30 personal computer stations. The continued development of automated systems in these departments allows them to provide state- of-art technology in engineering, drafting, tool and manufacturing, numerical control and word processing disciplines. The two departments operate specially funded mobile laboratories in mainframe-driven CAD, CNC and PC office

automation. In addition, there were campus-based programs in CAD, printed circuit board CAD, CNC and office automation.

Vocational Education Act (VEA) funds were used to develop or expand computer laboratories for the Health Science, Engineering, Computer Science and Office Administration Departments and to expand laboratories for the respiratory therapy and electronics disciplines.

Categorical funds were expended to develop and support the Center for the Advancement of Business, Labor and Education (CABLE), the Center for Computer Assisted Instruction in Vocational Education (CCAIVE) and the Disabled Students Program.

Brochures, pamphlets and flyers were developed to promote the career education programs and services available at Valley College to business, industry and labor groups. Informational materials were sent to those large and medium-sized companies and organizations who, in a survey, indicated an interest in receiving general college information as well as specific career education related material. In most cases the companies were also visited. New contracts are continually being added.

The College hosted three Valley Industry and Commerce Association (VICA) Education committee meetings this year. CABLE assisted in planning the VICA Education and Industry Partnership awards luncheon and the Valley Youth Job Fair. A college business, labor and education advisory committee is planned to meet in Summer 1987 to garner further community support and promote college programs and services.

This was a year of accomplishment, promise and change in the VEA tutorial programs for disadvantaged and limited-English-proficiency students at Valley College. Outstanding innovations included the establishment of CCAIVE and the initiation of dialogue with occupational education faculty on the role of CCAIVE as an additional instructional medium. Planning was begun to coordinate Learning Center and Reading Center use of computer-assisted instruction, and faculty began use of CCAIVE products as a learning modality in Spring 1987. A tutorial program was begun that combines the use of computers and tutors to better prepare the occupational educational students for success in their classes. The number of tutees in Spring 1987 grew to almost double the previous fall's enrollment. This second year of the three year project saw the beginning of full integration into curriculum planning of the seven departments and 24 disciplines involved in CCAIVE.

The Cooperative Education Program successfully hosted a Valley College Career Day, which provided information about careers and career development to more than 45 employers and 3,500 students. The Placement Office made many employer contacts. Forty-six companies participated in the Job Fair held on March 18th. Thirty-five active apprentices from Lockheed and Independent Machine Shops throughout the Valley are taking their related training at LAVC. Approximately 15 others are taking classes at other colleges and are directed through this office.

Developmental

The Chairs of the English, Speech, Mathematics and Psychology Departments met to develop a brochure describing their developmental offerings, entitled *Steps to Excellence in College Studies Through Reading, Writing, Speaking and Mathematics*.

The Psychology Chair worked out a new format for the ASSET test feed-back sheet, which is received by all students to help them understand the need to enroll in a developmental communications reading class if they score below a certain critical level.

Project ACCESS continues to be provide English placement testing and initial orientation for new students entering LAVC. Over three thousand students participated in Fall 1986, and 1,335 in Spring 1987.

The Reading Center enrolled increasing numbers of Limited English Speaking (LES) and Non-English Speaking (NES) students, and next year will be working with the CCAIVE center on computer-assisted instruction for these students in vocational programs.

Faculty Achievements and Development.

Faculty accomplishment continues to expand and excel through publication, participation and consultation. Sue Carleo was nominated by the College to the League for Innovation as Innovator of the Year for her outstanding work as Project Director of the Center for the Advancement of Business, Labor and Education. Ron Bigelow was the Gold Creek Coordinator for Spring 1987 and developed field-oriented activities and laboratories for the Gold Creek Ecological Reserve, Workshop, and District Open

House. Elaine Timmerman was the Red Cross District Duty Officer and chair of the San Fernando Valley District Disaster Committee. Pat Allen served as president of Educators for Social Responsibility.

Dr. Dan Stehman's article for the *New Grove Dictionary of American Music* was published in the Fall of l986. He is currently at work on a book to be published in the Fall of 1987 and continues to provide program notes for major recordings. Dr. Eleanor Hammer is Education Coordinator for the Los Angeles Chapter of the American Guild of Organists. Her articles continue to appear in the National Journal of the American Guild of Organists. Theodore Lynn's textbook, *Introductory Musicianship*, in its third edition, is the best selling book on beginning theory in the country. He is currently music director for the Committee on the Arts (COTA) Symphony Orchestra and continues as a studio musician for film and television. Kathleen Adams performed on live broadcasts on KFAC, and in March 1986 recorded fifteen previously unrecorded Scarlatti sonatas, to be released in September 1987. George Attarian is on the Board of the San Fernando Valley chapter of the Choral Conductors Guild. Robert Mayeur released a new educational record album featuring Los Angeles Guitar Quartet members Kaneingiser and Tennat which has been sold widely throughout United Sates colleges and universitites. He was also elected as Vice President of the Guitar Foundation of America. Dr. Robert Chauls will have his opera, *Alice in Wonderland*, published by G. Schirmer this year. During the 1986-87 year, it was performed in both New York and Boston, where, in addition to being sung, was simultaneously "signed" for the hearing-impaired. Dr. Chauls is on the Board of Directors and is National Project Director of the New Opera Competition of the National Opera Association. Last fall, he ran the National Opera Association Conference, where two of his operas were performed.

Virginia Wiprud is President of Chapter IV, California Society for Respiratory Care. Dr. Carmen Salazar is working as a visiting examiner at the Educational Testing Service at Princeton, New Jersey. Mr. Joseph Puig has been named to the Board of Directors of the Mental Health Association of the San Fernando Valley. Mr. Val Villa serves as a member of the State Accreditation Commission. Doris Davis, of Family and Consumer Studies, served on the California Mart's Fashion Symposium Committee. She also taught the history of costume at a symposium sponsored by the Costume Society of Southern California. Bea Stern and Dr. Louise Dean will be co-teachers of child development in Australia/New Zealand in Summer l987. Dr. Dean is also a part-time instructor in child development at Cal State, Northridge. Beverly Feldman completed a fourth book on parenting, to be published in the fall of 1987.

Barbara Follosco wrote a revision of Vander Zandra's *Human Development*, a child development textbook. Fran Hardy taught "Family Portrait", an ITV course which

Community College Consortium to revise the "Family Portrait" course, and also served as an oral examination commissioner for the State Board of Behavioral Science Examiners.

William Glater served as a reviewer of research proposals for the University Council of Water Resources and chaired a panel for the review of proposals for the United States Geological Survey, Washington, D.C. Karen Timberlake continues to be active in carrying out the California state mandate to establish a viable "Writing Across the Curriculum" program, and presented seminars at La Cuesta College, Fresno City College, Kings River College, and Los Angeles Pierce College. Her fourth edition of *Chemistry*, with a support package including a laboratory manual and study guide, will be in print by Fall 1987. This textbook continues to be a nationwide best seller. James Marrin wrote the catalog for "Edward Weston in Los Angeles", an exhibition held at the Getty Museum during the fall. Dennis Reed designed two catalogs for the Stephen White Gallery in Beverly Hills: *Harry C. Ellis: The American Flashlight Photographer* and *Lotti Jacobi.* Both of these publications dealt with important figures in the history of photography. Tom Mossman completed many commercial design projects, incuding media kits for Super Bowl XXI and the annual report for the City of San Jose. Joe Bavaro continued to work on several architectural design projects such as the Visitor's Center at Malibu Creek State Park. He designed exhibit space, and worked with architect Ron Goldman in developing interiors for Ocean View Space. Fidel Danielli, contributing editor of *Artweek*, wrote many articles, including an essay on the work of word-renowned artist Robert Motherwell. Motherwell was so impressed by the essay that he wrote a published letter to the editor to say that it was the finest review of his work he had ever received. Henry Klein continued his affiliation with the Los Angeles Printmaking Society.

Judy Von Euer worked toward completing a degree on architectural landscaping from UCLA and also sponsored a private seminar on "Women in Art", the results of which were displayed in the Art Department hall cases. Gloria Miranda is serving as a Bicultural Training Counsultant to elementary and secondary teachers obtaining state teaching certification.

Jim Eskilson's contributions in the area of television production were recognized by the Television Academy of Arts and Sciences. Dr. Adrienne Zahler was elected to the national office of Zeta Phi Aeta. Jim Marteney and Jack Sterk co-authored a text, *Communicating Critical Thinking*, which was published by Leadership Communications. Jack Sterk finished a year as District Academic Senate Vice-President and EPAC Chair. Shannon Stack served as the College's faculty president and as chair of the District's Humanities Discipline Committee. She was appointed a Visiting Professor in History at UCLA during the Winter Quarter, and also

served on the UCLA Alumni Transfer Scholarship Committee for Area 1. Maryamber Villa served as a State Department of Education Curriculum Consultant for Social Studies. She represented the State Academic Senate on the CSU General Education-Breadth Advisory Committee and on the Intersegmental Committee of the Academic Senates, including the Community Colleges, State Colleges and Universities. She also served on the accreditation team for DeAnza College during the fall semester. Gunnar Freiberg gave papers at two major medieval studies conferences, and is soon to publish an article in a major medieval journal. Mary Spangler addressed a meeting of the curricula committee at Pierce on the subject of "Writing Across the Curriculum." She also was a paid presenter at Victor Valley Senior High School as part of their staff development program. Her topic was secondary school writing instruction in the light of the State's model curriculum standards. She was also part of an accreditation team at Highland High School in Bakersfield, where she evaluated the school and its curriculum. Ellen Davis acted as consultant for a series of four ESL books recently published by Random House called *Interactions: a Communicative Grammar*. Professor Davis is listed on the title of the "keystone" volume, *Grammar*, as "Los Angeles Valley College Consultant Ellen Davis". Jacqueline Stark was awarded three "minigrants", totalling over $1,000, from the Institute for International Programs. Ray Wilson judged a high school oratorical contest at an Optimistic Club luncheon. Gerald Wojcik and Marvin Zuckerman's college English reader, *Better College Reading*, was published by Harper & Row. This is Zuckerman's second English text; the first was *Words, Words, Words*, a vocabulary builder first published in 1974 and still in print. Zuckerman also had a Yiddish primer, *Learning Yiddish in Easy Stages*, published by Joseph Simon.

Library and Learning Resource Centers

The Library received a $4,600 grant from the District's Library Development Fund, to acquire a microcomputer and pay for a three-year subscription to a CD-ROM database, which will be used to catalog new material and convert the exisiting card catalog to machine readable form for possible future automation. The system has great potential, but full retrospective conversion would require more resources.

The Library's level of service continued to decline, due to further reductions in the print budget and continued low staffing. With a position still unfilled, the librarians were compelled to reduce the time alloted to such responsibilities as collection development, weeding of outdated titles, original cataloging and inventorying, in order to cover the reference desk hours. Reduced funding has restricted the ability to update the book collection in many subject areas and to maintain an accurate card catalog. The Library

is now spending $1.81 per enrolled student, compared to $2.12 last year. The microcomputer security and circulation check-out system would reduce losses from delinquent borrowers, abused borrowing privileges and theft. This year the Library lost nearly $3,000 worth of materials. Also, as the collection ages, the number of books requiring either simple or extensive repair is increasing.

A continuing decrease in the periodical budget, combined with a 7% increase in subscription prices, brought the elimination of ten journal subscriptions, leaving 258 paid subscriptions and 53 gift and free subscriptions. Only 781 books were purchased this year, but 960 gift books were received, surpassing the books purchased for the first time. The Library continues to purchase more titles in soft cover; even so, the average book price increased from $26.36 in 1985-86 to $29.02 this year.

Staffing, both certificated (3.5 FTE, inclusive of hourly rate) and classified (5.75 FTE) remained the same as last year. The Library was able to maintain the same 61 weekly hours of operation this year, helped by the Associated Student Organization, who provided $2,500 to operate the weekend program on Sunday afternoons.

Enrollment in the one-unit course Introduction to Library Resources stabilized this year at 457 students; last year's total was 461. The Library staff is updating the workbook. An instructional software program, designed to enhance the card catalog and the periodical and newspaper index chapters of the workbook, was purchased with special funding. These units will be ready when two IBM PCs can be installed in the Library for student use. The Library was able to purchase an additional microfilm reader/printer this year. This increased the use of the microfilm collection in the Periodicals Department.

This year marked the Learning Center's entry into computer-assisted instruction. Six IBM and three Apple IIc personal computers were installed, while $3,000 worth of educational software was purchased to add this new medium to the collection of self-instructional materials. Full integration of these materials into the collection is expected by Fall 1987. The primary Learning Center service to students was in the disciplines of English, speech, mathematics, reading, study skills, and education. Significant support was also maintained for economics, theatre arts, accounting, foreign languages, broadcasting and library media technology.

Reaffirming the concept that peer tutoring in conjunction with self-instructional materials is the most successful support mode, a pilot Program 100 tutoring program is being planned for implementation in Fall 1987.

Student use of the Learning Center increased by 20% in Fall 1986. This may be related to the increase from 25% to 33% in the number of ESL students from Fall 1984 to Fall 1986.

Increases in student need for Learning Center activities are attributed to disabled students, Speech 40 students in conversation groups, and additional new ITV courses each semester.

Student Services

Admissions and Records

The Admissions Office enrolled over 42,000 students, a slight increase over recent years. Many volunteers assisted the permanent staff in peak hours. During the year, the Office processed 26,000 applications and approximately 30,000 course program changes. Over 11,800 students were enrolled by mail in registration in the Fall semester, over 10,000 during the following Spring semester, and 2,000 students in the Summer session. Mail registration for new students was continued and significantly reduced the volume of in-person registration and its impact on the Admissions Office. The process of centralized location and control of add permits for seats in classes still open on the first day of school was continued. This process has greatly increased enrollment in classes that would otherwise have few students. It has also increased WSCH, and made it easy for students to add classes.

An active program of high school recruitment, begun in 1985-86, was reflected in an increase of application and concurrent enrollment of high school students on the campus.

This year saw the implementation of the on-line transcript capability at all colleges. Many transcripts can now be produced directly from the computer data base within 24 hours.

Counseling and Services to Special Clienteles

This year services provided by counselors included educational, vocational and personal counseling by scheduled appointments and by walk-in consultation; new student testing and orientation; articulation with transfer institutions; recruitment; classroom visits; special seminars and workshops; personal development courses; limited psychological services; and special counseling for EOP&S students, the handicapped, financial aid, recipient foreign students, and veterans. Special counseling for ex-offenders was eliminated after the counselor went on leave. The number of students per counselor increased because of the loss of three permanent counselors and four with special assignments: Financial Aids, Foreign Students and Handicapped Students Services. Four volunteer interns provided emergency psychological services. Support services included one intermediate clerk typist and one permanently assigned student worker.

The Department scheduled over 8,000 appointments for academic, career and personal counseling; approximately 5,000 students were served. During the day 1,400 hours were allowed for walk-in counseling and 530 hours during the evening; about 15,000 students were seen in the administration lobby. The Career Center reserved 1,120 hours for unscheduled career assistance and testing, and over 6,000 students were seen. Additionally, 680 hours were made available for limited counseling assistance by phone. Besides general counseling, 140 hours were granted to foreign students for unscheduled assistance; 1,020 contacts were made and 445 appointments scheduled. During Fall 1986, 175 students contact hours were made by volunteer psychological interns for emergency personal counseling. Dr. Kamil Kamil, an Olive View Hospital psychiatrist, donated 40 hours for consultation with LAVC counselors.

More than 270 nursing students received special group counseling through nine workshops held throughout the year, and 800 student/staff contact hours were provided for personal development seminars. Special workshops were also scheduled for students on probation, but few attended. More emphasis will be given to this group next year, in order to improve retention. The education code mandates counseling for all on probation, but there are too few counselors to accomplish this task. Although counseling is recommended to all Valley's students, most choose not to get assistance. In 1987-88, Counseling's goal will be to work with those students who have received a "Subject to Disqualification" letter.

New student orientation and ACCESS Testing on Valley's campus included 46 three-hour sessions in the fall semester involving 3,000 or more students, and 23 three-hour sessions in spring for 1,500 students. Special sessions for athletes were offered in both semesters.

Counseling offered nine class sections of personal development, four in the fall and five in the spring, to help students with educational planning, career decision-making, and college survival skills. Approximately 200 students enrolled in the various courses. An experimental format used in Personal Development (Introduction to College) during Fall 1986 will be modified for Fall 1987. The course will be more structured and more directed to lowering attrition.

Counseling maintained liaison with the University of California (UC) and California State University (CSU) schools, as well as the University of Southern California (USC) and other private institutions, and offered up-to-date articulation information to students. California State University, Northridge (CSUN) provided an academic counselor who visited Valley weekly, and a counselor from California State University, Los Angeles (CSULA) came bi-monthy. UCLA provided a representative who assisted students with admission and financial aid information.

Counselors also spent 480 hours visiting classrooms and working directly with students at the request of LAVC instructors. In addition, 400 hours were spent maintaining liaison with the various departments on campus.

Three main obstacles to delivering counseling services were inadequate clerical assistance, non-replacement of counselors who went on leave, resigned or retired, and the location of the counseling offices. Because Counseling's sole intermediate clerk-typist sits at a centrally located desk, questions concerning admission, registration, college dates, hours, athletic events, room locations and other factual information are directed to her. The same is true of phone requests for college information. She is away from her desk approximately three and half hours a day, for lunch, breaks, and pulling and refiling student records. During her absence the phone rings incessantly; counseling appointments can't be made, and sometimes total chaos prevails. Paid student workers for counseling were not provided in 1986-87, those assigned through work-study failed to show, and those volunteering through the courts came sporadically and were sometimes more disruptive than helpful. Since the counseling area is the student's first contact with the College, clerical assistance and student workers must be available to give out college information and for answering the phone.

This year, over 15% of all full-time students were recipients of EOP&S services; of these more than 40 were on the Dean's list. The number of prospective students was well over 700 during the year, and more than 400 were served with a combination of counseling, tutoring, medical referrals and other services as requested.

VALLEY

The number of veterans receiving Veterans Administration (VA) educational benefits for their attendance at Valley College increased slightly during 1986-87. The total number of veterans receiving benefits under all VA programs was 289, with 249 included in the annual Veterans Cost of Instruction (VCI) head count, compared to 227 in 1985-86. It is anticipated that the College's veteran enrollment will remain at the current level or even increase, as both veterans and reservists take advantage of several new benefit programs. Personnel cost for operating the Veterans Office are being covered by VCI funds and the VA Work-Study program.

The primary goal of Disabled Students Programs and Services (DSP&S) is to assist students with disabilities to successfully integrate into the total college community. In order to achieve this goal, a comprehensive program of supportive services, special adaptive instruction and equipment is provided. The number of "identified" disabled students has recently increased; since the College's facilities are 95% accessible and many services can be utilized without assistance, more physically disabled students have been attracted to the College.

A significant number of disabled students do not actually request or use services directly from DSP&S. These students are able to take advantage of the many ramps and architectural modifications that have been developed. This year the number of disabled students (as described above) rose from 31 in 1985-86 to 51.

Total disabled enrollment was 465, representing an increase of 12% over the previous year. Of these, 437 requested and qualified for state and /or federal accountability reporting, an increase of 14% over 1985-86. These increases resulted from the major recruitment efforts that have taken place over the past two years. But in the same period, retention in the DSP&S dropped from 73% to 55%. An intense effort was made this year to ensure appropriate college placement for disabled students. Through job development, vocational counseling and liaison with community agencies, a strong effort was made to encourage job-ready, disabled students to move into the workforce and/or work-training programs that could better serve their personal and vocational needs. In addition, this year saw an almost complete turnover in population, as 367 new students, almost 84% of the total disabled population, entered the program.

The number of disabled students graduating and receiving A.A. degrees dropped slightly this year, from 13 to 9. However, in light of the large turnover of students, the Program did maintain the same transfer and certification rate as in the previous year. Four disabled students completed the necessary coursework to transfer as juniors to state colleges and universities and two students completed requirements for vocational certification.

In previous years, DSP&S put on elaborate activities during Disability Awareness Week. This year, it was decided that, with limited funds, community awareness would best be aroused through a fund-raising activity. A committee of disabled students and faculty was formed, and it was decided that TV celebrities would be contacted through a letter-writing campaign soliciting support for a fundraiser talent show. After many months of hard work, the committee secured the talents of Mr. Alan Fawcett, who generously donated his time to bring his nationally syndicated T.V. show *Puttin' on the Hits* to Valley College, in the form of auditions for the producers. In doing so, Mr. Fawcett enlisted the help and support of the disabled students in the program, asking them to participate in the auditioning process. In addition, a musical show was also arranged in which many popular recording artists made cameo appearances to raise additional funds.

The program was a success; DSP&S raised over $2,500 and at the same time made the community aware of the talents and capabilities of these disabled people.

Financial Aid

Decentralization of the Central Financial Aid Unit (CFAU) instigated an immediate reorganization of office policies and procedures at the campus level. The staff had no prior experience with the Financial Aid Management System (FAMS), the core of financial aid processing. No one familiar with the operation of the system at CFAU was assigned to Valley College. Despite this initial handicap, the staff was able to master the system and to deal with its inadequacies, inconsistencies and "creative" tendencies. The speed of processing applications has been maintained. To date, 589 applications have been processed in 1986-87. This compares favorably to the 479 processed in 1985-86 by the CFAU at the same point in time one year ago.

Workshops were given by the staff explaining how to apply for financial assistance. The majority were presented on-campus; however, several were held at off-campus locations. Although the numbers attending were small, the workshops seemed to be well received and it is hoped that this aspect of the program will be expanded for 1987-88.

The problems with FAMS, if not properly monitored, may cause "questionable cost" in an audit. Overall, service to students was better than in the previous year.

Special Services

Some key changes at the Child Development Center have been implemented. These include elimination of an afternoon class, a 100% increase in evening services, and expansion of morning service to accommodate the Tuesday/Thursday early classes. The racial and ethnic diversity of the staff has increased, but there are fewer full-time instructors. Separate evening classes were designated, following the recommendation of the Vocational Education Family and Consumer Studies Advisory Committee. Mandatory orientation should clarify parents'understanding of the Center's policies and procedures. The Center improved its procedures for placing student teachers in lab and field work. An agreement was reached with the Los Angeles International Food Service to deliver food and related supplies. Both day and evening programs enjoyed capacity enrollments.

To further support college goals the Center co-sponsored a conference on campus, an evening lecture, a children's concert and an Arts Festival Open House. The Center particpated successfully in program evaluations, including the Measures of Effectiveness and Parent Surveys conducted by the District, and the State Department of Education's Program Quality Review.

Recruitment, enrollment, programming, curriculum, budgeting and expenditures have been implemented within the parameters of state licensing regulations and guidelines promulgated by the four state and local agencies to whom the program is accountable.

Student Activities

The Office of Student Affairs supports and facilitates campus-wide programs developed by faculty and students. The most important student forum is the Associated Student Union (ASU). The ASU Executive Council and Senate are the primary organizations through which student interests and concerns are explored and developed. Student commitment to ASU was high in energy and intensity this year. Sponsored activities included Homecoming, student body elections, a governor's forms, Amnesty International, Students Against Drunk Drivers, feeding the homeless, and assigning time for student workers in the Placement Office and Library. Students took part in opposing faculty lay-offs.

The activities of ASU served as a laboratory in student leadership training for those who were actively engaged in student government affairs. In the districtwide election for the LACCD Student Trustee, the ASU placed one candidate in nomination. Individual members of ASU also served as a statewide treasurer, a Region 7

chairperson, a treasurer, and a legislative director in the leading statewide student organization, California Student Association of Community Colleges (CalSACC). Locally, two ASU members held the positions of chairperson and director in the Los Angeles Collegiate Council.

Community Services

Classes.

The Community Services Program continued to be self-sustaining. Enrollment was slightly down, but fee increases kept income up. Program cost were carefully monitored and systems were continually revised to find ways to do more with less income. Programming is underway to computerize time-consuming tasks in order to better utilize resources. Some Community Services students enroll in credit classes, increasing reimburseable student enrollment.

Special Events.

Monarch Day Camps and Sports and Fitness Camps offered a learning and enrichment experience for young people during the summer. Over the years, the gymnastics and day camp programs have provided early contact for future college students.

Planning, Research and Development

Long-Range Planning.

The ad hoc Long-Range Planning Analysis Committee, composed of faculty and administration, met to identify and discuss the issues they believed the College should address in the next few years; these included demographic changes, curricular offerings for day and evening students, support services for students, library staffing and facilities and students with special needs. Other topics of discussion were

accreditation review, ESL classes, and transfer rates and success at CSU and UC institutions.

Research Projects.

Since the College has no full-time researcher, research projects have been limited to data analysis needed to meet immediate needs of the College or students. Such subjects included the recruitment effort in the City of Burbank, minority student participation and transfer, and yearly comparison of associate degree and occupational certificate recipients. College decision-making depended a great deal on statistical data obtained from the District and the State.

Special Fund Development.

The College President met with the Faculty Senate Executive Committee to pursue development of a foundation. They decided that a faculty and administrative committee would be formed for the purpose of reviewing needs on campus which could be supported by foundation funds. It was agreed, however, that the first priority of the College was to pursue an equitable District allocation of general funds. Foundation resources should not be used to augment the current allocation for the purpose of meeting operational expenses. Foundation funds should support only programs, facilities, or services that are outside of the day-to-day operation of the College.

Valley College was awarded $35,000 by the Amateur Athletic Foundation of Los Angeles to develop a youth gymnastics program, directed by Gary Honjo, Physical Education faculty member. The College will continue to seek funding for a gymnastics facility.

Other Projects/Reports/Activities.

The College President, in cooperation with department chairs, the Vice President of Academic Affairs and the Articulation Counselor, continued the sequencing and scheduling of major and general education requirements for transfer students to CSUN and UCLA. The biological, physical and earth science majors were completed for all four semesters, and information pamphlets were printed and distributed to continuing and prospective students. This fall, sequencing for non-science majors will begin.

Faculty and administration collaborated to produce the first annual Los Angeles Valley College Arts Festival. Workshops, demonstrations and other events were featured in art, cinema, dance, drama, journalism, literary works, music, radio and television, and in the Historical Museum. Nearly two thousand advertising posters were distributed to the community. The week's events were well attended and the College plans to produce a second Arts Festival next spring.

The College President was awarded the Chancellor's Medallion, honoring outstanding administrators for 1986-87. Dr. Lee was presented with the award at a collegewide recognition luncheon, where faculty, departments, classified staff and administrators were commended for their outstanding service to the College.

At a Board of Trustees meeting in May, the *Valley Star* was recognized for being selected as the best two-year college paper in the state. At the same Board meeting, Bungalow 15 was renamed the James Dodson Historical Museum. Ricky Rosales, a member of the Valley College football team, was honored for being chosen for the Academic All-American first team.

A professional library for faculty and administrators was established in the Administration Building. Publications relating to the Board of Trustees, the District, the State Chancellor's Office, the Board of Governors, the State Academic Senate, the Accrediting Commission and other professional organizations were made available for use by faculty and staff. The administrative offices of the College President, Vice Presidents and selected Deans were equipped with personal computers. Through the support of the District, training sessions were held on campus and attended by clerical staff and administrators.

Community Relations and Marketing

Public Information and Student Recruitment.

Participation in community organizations was continued by faculty and administrators. The most notable successes were the relations with the greater Van Nuys Chamber of Commerce and the Valley Industry and Commerce Association.

Recruitment activities included liaison with 30 feeder high schools and numerous continuation and adult schools, and delivering materials to library and community organizations. A new aspect of recruitment included ACCESS testing and student orientation at more than half the feeder high schools, with individual counseling appointments on the high school campuses for all students tested. This procedure has greatly facilitated the registration of high school seniors, and has helped raise the percentage of full-time students at the College. As a result of this extensive recruiting, more than 1,400 applications were submitted for Fall 1987.

Also supporting recruitment, Counseling provided hours for the UCLA Transfer Alliance Program and for preparing counseling materials for the ACCESS packets. Additionally, more than 56 hours were spent for liaison with the Navy's Officer Recruiting Program.

The faculty and administrators hosted six high schools for lunch at the College: Birmingham, Grant, Monroe, North Hollywood, Polytechnic and Van Nuys. The principal of each high school arranged for a minimum teaching day, and all faculty and administrators attended an orientation session during lunch on the Valley College campus. High school and college faculty in similar disciplines were seated together so that they could get acquainted and discuss common concerns and articulation in their disciplines. The high school faculty menbers were then taken on field trips to the departmental facilities, the Library, Bookstore and Learning Center. Informational packets were distributed and included descriptions of the transfer, associate degree and occupational certificate programs; the scheduling and sequencing of transfer required courses; Project ACCESS; and counseling services. Schedules and catalogs were included in the packets.

Since many high school faculty members and administrators had never been to the Valley College campus, and since many faculty members and administrators live outside the Valley College service area, the lunch/orientation sessions were extremely beneficial and productive. It is planned that Burbank, Burroughs, Marshall and Verdugo Hills Schools will attend similar sessions next fall.

As a result of the lunches and the relations that were strengthened between the College and the high schools, several groups of students made field trips to the College. It was the first time most of them had visited a college campus.

Articulation with Schools and Colleges.

The Articulation Officer is in constant contact with admissions and school relations personnel in neighboring colleges and universities such as UCLA, CSUN, and CSULA. The College maintains a series of informative bulletins which inform prospective transfer students of admission, major and general education requirements for those colleges. The College is presently involved in developing program planning guides for transfer students that provide a four-semester sequence of classes meeting major and general education requirements, with no conflict in time slots, and guaranteed not to be cancelled. The College is also involved in several college-specific articulation projects. It has taken part in the Transfer Alliance Program (TAP) with UCLA, and has an honors counselor and coordinator working closely with the UCLA Office of Academic Interinstitutional Affairs. Also, in its effort to expand the Interinstitutional linkage of its honors program, the College initiated discussions with CSUN on the continuation of Valley's students into the University honors program.

Contacts with Business and Industry.

Through CABLE, 50 business, industry and labor groups, and 35 community-based organizations in the Van Nuys area have been provided with 6,000 specially-designed "career" student applications, 6,000 class schedules, 100 catalogs and 3,000 packets on career education programs at Valley College. These materials were distributed before the begining of each semester and throughout the year. The Program also offered short (6-16 hours) career planning seminars and/or employment assessment sessions to assist company employees, labor union members and community-based organization clients in making educational/career decisions. These programs were customized to company needs. Business and other groups served include; Weber Aircraft, Kaiser Permanente, Pacific Bell, International Alliance of Theatrical and Stage Employees, United Auto Workers/General Motors and the Valley Community Clinic.

Specialized seminars and workshops in response to specific current needs and events were conducted by CABLE. A computer-assisted instruction workshop for faculty was held in September 1986 and was repeated several times by the District Office of Staff Development. A tax planning seminar, held in December 1986, was cosponsored by CABLE and the Van Nuys Chamber of Commerce. Seminars in using LOTUS 1,2,3, in business were presented at the Granada Hills Medical Center and Data Products Corporation. The College has several ongoing customized training programs that have been promoted to business, industry and labor organizations by CABLE. Brochures are being produced to continue this effort. Companies recently involved in customized

training programs include Lockheed California Company, Rockwell International, Weber Aircraft, Home Savings of America, H.R. Textron, Parker Hannifin and others. The programs were CADCAM, Printed Circuit Design/Computer Aided Design (PCB-CAD), CNC, and IBM/PC-based office automation.

Administrative Services

Facilities.

Deferred maintenance projects scheduled for 1986-87 included reroofing the Administration Building and later in the year, on an emergency basis, the Chemistry Building. Three other projects had to be postponed to next year due to lack of state funding. General refurbishing of fourteen campus restrooms in various building was accomplished by campus personnel. Two air conditioning projects were completed this year: one in the Business and Journalism Building's room 105, which houses the CCAIVE Program, and the other in a computer classroom, Engineering room 104. Extensive redesign and replacement of automatic controls to the pool automated system were necessitated this year. These were upgraded with current technology and equipment. Outside contractors made progress removing walkway hazards by repaving and repairing the concrete in sheltered pedestrian locations, and parking areas.

The Boiler Room personnel were able to rebuild some overworked equipment during the summer months; this resulted in more fuel-efficient and reliable service. Plans are under way for outside contractors to continue this work in 1987-88. During the Christmas recess, the Women's Gym floor was completely refinished, and new lines were added for intercollegiate conference competition. This improvement also upgraded the facilities for Community Service usage. Extensive repair and modification were completed in the TV Station and Little Theater dinner boards, both by contractors and innovative campus personnel. The Bookstore received new automatic doors at the main entrance to replace totally worn-out equipment.

The DIAL Call Processing System was installed. This allows callers to access specific extensions without operator assistance. The operator now handles approximately 1800 calls from 7:30 A.M. to 9:30 P.M., while the direct system accomodates 1,200 calls.

Well over 120 telephones on campus were converted to touch-tone dialing. This process was accomplished by in-house installation. A $500 monthly saving to Valley College has resulted. The conversion is still in progress and should be completed sometime in 1987-88.

Plant Operation and Maintenance.

The purpose of the Plant Facilities Department is to keep the campus operating at optimum level. Reductions in service and in the ability to respond quickly to requests does not reflect the attitudes of the staff but rather the growing demands of operating the campus shorthanded. New and innovative equipment would aid in achieving collective college goals.

The Maintenance Department has continued to provide high quality service to support educational programs at the College. Individual staff members have been innovative and resourceful, doing an excellent job with fewer personnel. A total of 2,650 Work and Repair Requests were completed this year. Approximately 600 telephone calls were received for miscellaneous requests and complaints.

The Plant Facilities staff is constantly studying the latest development in energy management techniques and computerization. Much of the latest technology is in its infancy and is constantly changing. Efforts to reduce electric consumption with different lights and types of bulbs, such as mercury and sodium vapor types, were undertaken. The use of clocks and controls provided optimum service for each energy dollar. This year, improved maintenance of steam plant boilers has resulted in more efficient gas consumption. Additional work is planned for the Boiler Room next year.

Business Office.

The Business Office gained one additional clerk bookkeeper and one intermediate clerk typist to help relieve some of the overload experienced since the adoption of on-line registration. Acting as a major functioning unit of registration, the Office processed over 10,000 mail-in renewals in Spring 1987. The volume is expected to expand each future year. Along with the collection of student fees, the reciprocal action of the refund process entails production of over 2,000 typewritten checks each semester. In the near future, an automated system for refunds will replace the manual typing of checks, further reducing workloads. This year a review of the campus cash collection procedures was

conducted. It was determined that some methods would have to be changed, and staffing levels increased in some areas, to assure segregation of duties. The required changes are in process. In the Payroll Office, "on-line" time reporting was installed with no significant difficulties. Its day-to-day operation brought about a new efficiency in that area of campus operations.

Strict scrutinizing of monthly phone bills eliminated fraudulent billing of calls to the College. Hundreds of dollars were saved each month.

Security and Safety.

The College Police are responsible for the enforcement of laws and regulation of conduct on campus; they must also provide basic first aid treatment and other health and safety functions. The crime rate in the surrounding community is on the increase; however, statistics for this year indicate a 13% decrease from 1985-86 in crime reports filed at the College. A greater awareness and willingness on the part of students, staff and faculty to report suspicious persons and circumstances helped the College Police apprehend several suspects this year. All College Police Officers attend regular scheduled in-service training classes to keep abreast of recent court decisions and other areas of concern in law enforcement and safety.

Staff Relations.

The Affirmative Action Officer continued to advise faculty and staff in the hiring of new employees on the campus. But no advance was made in the hiring of racial minorities. One discrimination case was brought to the attention of the Officer. It is still pending.

Staff Development.

An important staff development activity was a survey of faculty taken to determine in what areas workshops and seminars should be offered. Topics of most interest to respondents were working with ESL students, holding the attention of the video generation, managing conflict, writing, substance abuse, and AIDS. As a result of the survey, workshops covering most of these areas will be offered in Fall 1987. This year,

five workshops for the training and updating of faculty, administrators and staff in computer literacy were offered. One program was for vocational education teachers; the other four were sponsored by the District, with three of these open to any interested faculty and the fourth designed for administrators and their staff.

SUMMARY

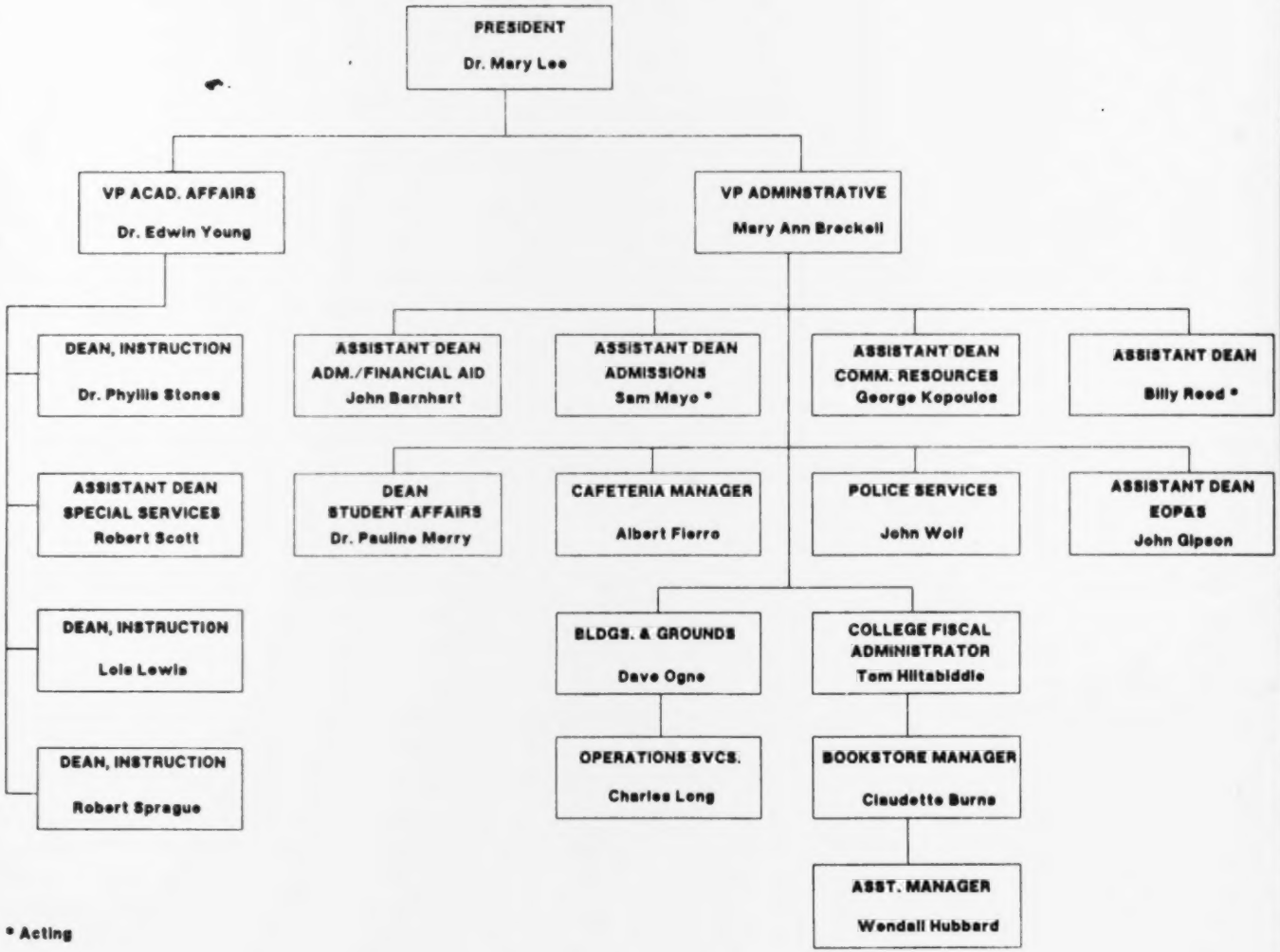
This report of achievements and problems unfolds against a background of sharp declines in revenue and reductions in staff. The College continued to fulfill its mission and excelled in many areas despite these handicaps. Adversity has a way of stimulating creativity among the staff on all levels and has become the impetus to optimize productivity.

The College ratio of WSCH to faculty FTE has remained relatively high over the last five years, and overall cost per WSCH has remained comparatively low. Both WSCH and WSCH/FTE rose substantially in Fall 1986 over the previous year, and most major disciplines enjoyed WSCH increases in excess of 10%. This indicates that efforts to improve course sequencing and improve articulation with both high schools and four-year colleges are beginning to show successful results.

Despite shortages in regular funding, vocational programs are being updated with acquisition of state-of-the art equipment and redesign of courses and programs. The increasing role of computers in all vocational areas is refelected in the establishment of facilities like the CAD/CAM and CNC labs, and the integration of computer applications into curricula. Aggressive pursuit of special funds has been essential to acquiring hardware for these programs.

The drive to increase enrollment has led to expanded contacts with service area high schools. Both students and faculy have been invited to the college campus, and college faculty and counselors have increased their visitations to the schools. College and high school faculty have worked together to improve articulation and ease the transfer of students into college programs. Never has awareness of Valley College been higher in its neighborhood feeder schools.

LOS ANGELES VALLEY COLLEGE
ORGANIZATION CHART 1986-87



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WEST LOS ANGELES COLLEGE

THE COLLEGE

Community Served by the College

West Los Angeles College (WLAC) is located on the western slope of the Baldwin Hills, in Culver City. The College's service area includes over 500,000 residents (1980 census) from the communities of Beverly Hills, Brentwood, Century City, Crenshaw, Culver City, La Tijera/Windsor Hills, Marina del Rey, Mar Vista, Pacific Palisades, Palms, Playa del Rey, Venice, Westchester, West Los Angeles, and Westwood. Characteristics of the population vary widely within the service area. In 1980, the ethnic distribution was 39% minority for the total service area population, (21% black, 11% Hispanic, 6% Asian, and 1% other). Whites tend to predominate in the coastal communities and blacks in the interior.

Enrollment characteristics reflect greater participation from the interior than the coastal areas. In Fall 1986, 49% of WLAC's students were black, 8% Hispanic, 9% Asian, 30% white, and 4% other. Freshmen constituted 62% of enrollment, but only 16% of the student body was under 20 years of age, while 30% were age 35 and older. Perhaps reflective of West's older students is the high proportion of part-time (80%) attendance and evening enrollment (52% -- an increase of 6 percentage points over Fall 1985). Women are also a larger part of the student population (63%, up from 57% in Fall 1985). The College's physical location is conducive to students obtaining employment, both while attending school and after graduation. The campus site is near the Fox Hills shopping mall and business park. Somewhat farther away there is also extensive business/industry activity along the Century Boulevard corridor approaching the Los Angeles International Airport.

During the 1986-87 fiscal year, the College offered classes at the main campus, the Airport Center, and at several outreach locations. The most heavily utilized outreach facility is a three-classroom complex in Marina Del Rey.

Mission and Functions Statement

West Los Angeles College is committed to providing educational experiences of the highest possible quality for its service area residents. Eligible students include high school graduates, adults over 18 years of age who can benefit from the instruction offered, and high school students who may enroll under advanced placement agreements with their respective high schools. The College believes in the dignity and worth of each individual student. Recognizing the differences in abilities, skills, experiences, and purposes, WLAC believes in an equal and complete educational opportunity for all who enroll.

Educational programs and services, offered in a collegiate environment both on campus and in outreach locations, implement the following functions: lower-division college transfer; vocational, general, special and continuing education; student services and activities; and community services. The College sees itself as the educational and cultural center of its service area.

College Goals

As a comprehensive institution of higher education, the College has established the following goals (not in priorty order) which describe the purposes of institutional functions:

1. General education shall emphasize learning experiences which help students attain knowledge, achieve skills and develop appreciation, attitudes, and values needed for an effective and well-balanced life in a democratic society. All programs and services for students have been formulated with the realization of this goal in mind.
2. Career education shall provide intensive and thorough training leading to employment, the upgrading of skills for persons already employed, or retaining for employment in skilled, technical, business and service occupations.
3. Transfer education shall offer courses that enable students to satisfy the lower-division requirements for upper-division work in accredited baccalaureate institutions.

4. Student services shall provide a guidance program which includes educational, career, and personal counseling. Other services shall assist students with self-appraisal and with planning for employment, and generally contribute to students' success in college. Guidance through students' contact with faculty as well as counselors is an integral part of the student services program.
5. Student activities shall provide a variety of experiences that have educational value for students as responsible individuals, citizens, and social participants.
6. Special education shall provide a program meeting the special needs of educationally disadvantaged and handicapped students through special course offerings, instructional assistance and supportive services.
7. Community services shall provide opportunities for people to partpicipate in a variety of non-credit classes, workshops, and seminars, as well as recreational and cultural activities.
8. Continuing education shall provide classes which offer opportunities for a wide range of personal and occupational competencies that supplement two-year degree curricula.
9. Campus facilities shall provide a collegiate physical environment which supports the College's mission.

College Organization

During the major organizational upheaval of 1985-86 there were personnel changes in most administration positions, including the President and both Vice Presidents. This year changes were confined to the "fine-tuning" of responsibilities, and were kept to a minimum to ensure intra-college stability. An organization chart of the College's administrative structure is appended to the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Enrollment surged in Fall 1986 by 33%, and spring enrollment was considerably higher than that of the 1986 spring semester. The largest gains were in the evening, where from Spring 1986 to Spring 1987, enrollment rose by 30% and weekly student contact hours (WSCH) by 39%. Sixty-eight percent of all students take at least one evening class. This strongly influences decisions on services, facilities, and staffing. With the assistance of an evaluation specialist from the Los Angeles County Office of Education, the College conducted a detailed survey in Spring 1987 to determine how best to serve the evening population. Results of the survey will be analyzed in Fall 1987.

Transfer

Transfer programs remained vigorous despite a net loss of eight full-time equivalent (FTE) faculty. English, mathematics, Spanish, and psychology continued to be the leading WSCH producers, but subjects in the Project for Adult College Education (PACE) that had not been so productive before PACE was instituted also did extremely well. These included humanities, history, and sociology. This was WLAC's inaugural year for PACE; approximately 350 students entered the program in its first semester, with 291 students completing the second semester. The Project has been a resounding success, as evidenced by students' comments and the faculty's involvement. The Saturday conferences were a showpiece of creative and inspiring programs, and aroused renewed interest in liberal arts education for the working adult. Although WLAC borrowed heavily from the successful PACE program at Los Angeles Harbor College, it revised the curriculum to meet the needs of its student population and the limitation of its facilities and resources. During the Fall 1986 semester, PACE courses were offered in the Political and Social History of the United States, Introduction to Sociology, Man and His World (Humanities) and English 101 or 28.

The College's experience during the first year of PACE has led to the establishment of a minimum entry requirement of eligibility for English 28. This minimum qualification should guarantee greater student success, while not adversely affecting the demands for entry into the program.

As part of its continuing effort to keep PACE program offerings up-to-date, WLAC has become one of the primary initiators in revising PACE videotapes and intends to update the current video offerings during Summer 1987.

Another exemplary program which continues to grow is the Honors, or AT-WEST, Program. Humanities faculty developed a "Triada", a nine-unit humanities core (English, humanities, and philosophy), to be offered in Fall 1987. Interconnections among these disciplines in a historical context will be stressed.

AT-WEST faculty met with other Transfer Alliance coordinators from ten community colleges in the area to work on program issues and develop a Baccalaureate Degree Plan document, an interinstitutional guidance sheet to help the student shape his or her plans. Program students now have library privileges at the University of California, Los Angeles (UCLA), and UCLA now sends an admissions counselor to the College one day a week.

The College also began planning an inter-institutional program with California State University, Northridge (CSUN), to include student mentors for WLAC graduates, special faculty advisement, library orientation, and campus tours. CSUN also maintains an admissions counselor at WLAC on a weekly basis. Plans were made to also extend the AT-WEST program to Pepperdine next year.

Although not heavily funded, fine arts and music programs have flourished. The Music Department was involved in some 30 live performances during the year, including student recitals, faculty recitals and concerts. Student groups and performers also provided appropriate music for such functions as the Dean's Reception and College Commencement. In partnership with the Associated Students Organization (ASO), the Music Department sponsored five campus events which brought outstanding professional musicians to the campus.

One of the areas hardest hit by layoff action was Physical Education and Health. The net loss of two faculty positions and the deletion of football and baseball hit hard--ironically, when concurrent State approval came through for the working drawings of a new P.E. facility. It is strongly hoped that this decline will be reversed. It was recognized that P.E. majors tend to take full loads and the WSCH thus gained is welcome. Planning was begun for new programs such as adaptive P.E. and therapy training, and even with uncertainties and displacement, P.E. WSCH per FTE rose this year.

This year many continuing courses and programs were reviewed and improved. First steps were taken to prepare for the changes in Title V course standards and

delineations. Both "grass roots" faculty and the Academic Senate were involved, and there was a keener interest in curriculum matters. Plans for 1987-88 include new or enhanced programs in such subjects as Pacific Rim studies, international business, adminstration of justice, media communications and computer-assisted design. Also being considered are new approaches to scheduling in the mode of PACE, with an emphasis on core curricula and greater use of crossdisciplinary teaching.

The Language Lab continued to introduce new material and methods, continuously expanding its collection. Usage of the Lab by foreign language classes grew rapidly, and there were many visits from neighboring schools. A newsletter, *Language Lab News*, was published for distribution to high schools and colleges.

The College's Journalism Department, which produces the college newspaper, *The Oiler*, once again won awards at the state conference. The College is justly proud of the Department's fine work.

Vocational

Vocational programs currently produce 45% of the College's WSCH. The vocational disciplines in the Business Division all experienced increases in enrollment--especially real estate, which is one of two programs served by the Santa Monica Consortium. Office administration and computer science also gained significantly.

WLAC and Santa Monica College are continuing their cooperative effort to offer instruction in administration of justice and real estate. Classes were offered at WLAC's Marina Center in early afternoon and evenings, including Friday evenings. In both semesters, the Center accomodated six classes in administration of justice and twelve in real estate. The classes had high enrollments and were well received by both Santa Monica College and WLAC students. The Consortium continues to be a mutually satisfying arrangement highlighted by cooperative efforts on the part of both institutions. Most recently, WLAC has developed a sequence of physics courses which parallel those offered at Santa Monica College. This will allow WLAC to meet the needs of its students by allowing them to take classes at either institution.

The Board of Trustees voted to phase out the Nursing Program during the 1986-87 school year. Although this decision was a blow to supporting disciplines such as biology as well as nursing, it was accomplished without detriment to the students registered in the Program. A summer session was added in 1986 to permit graduation

of all enrollees by June 1987. Both students and faculty responded professionally in achieving the goal and earned high respect for extra efforts in a trying situation.

The move of the Travel Program from the Airport Center to the campus is planned for Fall 1987. This relocation will strain the available facilities but it does hold positive potential for students to enroll in other disciplines.

The Aviation Maintenance and Aircraft Electronics Programs lost one faculty member by layoff and one by reassignment. Ultimately, however, increased enrollment demand allowed these faculty to return. There was an increase of WSCH/FTE of 42 between Fall 85 and Fall 86. To further this trend, an evaluation of the aircraft programs was undertaken to consider methods of improving productivity. Also in the planning stage is an Aerospace Building on the main campus.

In 1986-87, vocational education faculty and administrators continued to utilize funding for programs and equipment from the Perkins Vocational Education Act (VEA), and renewed efforts to strengthen ties with business and industry. Extensive contacts were made with community groups such as chambers of commerce, and program advisory committees have provided further contacts and invaluable technical and programmatic counsel.

In their second year of funding, the Perkins' VEA programs offered a broad base of support for vocational students. The Single Parent/Homemakers Program initiated an evening child care program for vocational students, while continuing its counseling and seminars. The Adult Needing Training, Sex Equity and Limited English Proficiency Programs continued their previous activities. The Extended Opportunity Programs and Services (EOP&S) program provided tutoring for educationally and economically disadvantaged students in a comprehensive tutorial center. The Disabled Students Programs and Services (DSP&S) established a learning disabilities component.

The College obtained funding for a long-overdue Computer Aided Design Laboratory, which will allow it to attract and retain students for the drafting program. The College also participated in a program with the Defense Contract Administration Services agency to develop and offer courses in contract management.

As part of the College's efforts to strengthen both its ties business and industry and better serve the handicapped, extensive meetings were held with the computer and health industries to develop proposals for funding programs that will train the hearing impaired in computer programming, and the visually impaired in medical transcription.

The Center for Economic Development and Continuing Education (CEDCE), formerly the Employment Training Office, serves the entire District from its base at WLAC. This year the Center received $2 million from the Employment Training Panel to continue the development of training programs with business, industry and labor for new employees, and those with obsolescent skills. Programs in office automation at Los Angeles Valley College, appointment reception clerking and computer assisted architecture at Los Angeles City College, printed circuit board at Los Angeles Valley College, machine shop computer numerical control at Los Angeles Pierce College, and apparel automation at Los Angeles Trade-Technical College, were all developed under previous master contracts and at the end of the fiscal year were in various stages of implementation.

Transitional/Developmental

Transitional programs were enhanced by the addition of an English as Second Language (ESL) instructor, who represented the College both in recruiting ESL students and in serving on the District ESL committee to review the placeof ESL in the overall curriculum. The latter issue is being addressed at both District and State Levels. This area of instruction will be a large part of the Title V review process and will, as in English courses generally, be affected by consultation with faculties on all nine campuses.

Corollary to these discussions are those relating to matriculation and assessment, both top priority issues in the State. In the matter of assessment, the College elected to initate the Assessment Placement Management System (APMS) in Fall 1986 and, even without state-of-the-art equipment, has been pleased with the results. Greater involvement is being sought for disciplines across the curriculum to become engaged in this advisement process.

Faculty Achievements

Although no faculty reported earning additional degrees this year, counselor Bernard James was a National University Schloarship recipient, and Dr. Marc Mancini, professor of foreign languages and travel, was named Innovator of the Year by the League of Innovation. Dr. Mancini had designed, implemented, and secured funding for West's nationally recognized Foreign Language Training Center.

Despite these problems WLAC remains a relatively "safe" campus, due in part to the vigilance of its security personnel.

Staff Relations and Development

The staff development concept remains a priority of the College, even though a significant number of programs and events did not occur during the 1986-87 school year. Budgetary and personnel constraints left little time available to release either classified or certificated employees for staff development programs or other special events.

One major highlight of the year was the all-college reception and program conducted to award service pins to 10, 15, 20, 25, and 30-year employees of the District/campus. The event was extremely well attended and bought a much needed boost in moral and pride.

It should also be noted that many employees attended seminars on retirement planning, EAP, academic standards, and master plan issues. Several classified employees obtained Associate and Bachelor's degrees.

SUMMARY

This year was a turning point for West Los Angeles College. The increase in student enrollment did much to improve faculty morale. Efforts made by the College to improve its community image also enhanced the academic and working environment.

The College is quick to emphasize its strengths; a wide variety of programs and services, an attractive campus, convenient public transportation and parking, an excellent faculty, and a growing student involvement and participation.

Cutbacks in funding and staff continue to cause difficulties. However, faculty and staff are optimistic that these problems will be alleviated as enrollment continues to increase and the College redoubles its efforts to increase funding from new public and private sources.

Library and Learning Resources Center

During the spring semester the Learing Resources Center (LRC) was opened to the public on Saturdays. This was due in part to the generosity of the Associated Students Organization. The Saturday hours were very popular with students and it is hoped that they can be continued in 1987-88.

Two years ago the Hayes Report recommended that the College change its library computer system to a microcomputer-based system. Since then the College has investigated several systems, trying to find one which would have the search capabilities of the current system without the high maintenance cost. It will also be necessary to reformat the library database to the MARC format. MARC is a Library of Congress designation for a uniform type of cataloging and classification. This formatting should be completed by December. It is hoped that entire system will be operational by Spring 1988.

Student Services

Admissions and Records

A total of 11,906 applications were processed in Fall 1986 and 11,158 in Spring 1987. Of all these, only 1,392 were mail registration packets, down from 3,426 in 1985-86. In-person registration totalled 9,737 in Fall 1986 and 9,370 in Spring 1987.

Saturday registration was successfully introduced in Fall 1986, and expanded in the following semester. The College notes with satisfaction that the final Saturday registration day was the day of the greatest student registration for the 1987 spring semester.

One-stop registration was continued throughout the academic year, with the Admissions, Business and Financial Aid offices open and staffed during hours of registration and "add and drop" periods. One-step registration continues to be successful in improving direct service to students and providing optimal use of both financial and human resources. However, numbers alone do not tell the whole story, since routine functions of the Admission and Records Office must be effectively performed at the same time that application and registration activities are under way. Staffing remains at an unacceptably low level, resulting in processing delays and an

increased burden on dedicated but over-worked employees. Depredations were so severe that B-shift operations were maintained by only one regular position, augmented by limited relief staff during times of peak workload.

Counseling and Services to Special Clienteles

Counseling services during 1986-87 were once again hard hit by professional staff losses. At the beginning of the spring semester, one counselor retired and another was on sabbatical leave. These positions remained unfilled. A faculty member with a counseling credential worked some hours in the office to fill the staff need; but the office remained severely understaffed.

To compensate for the drastic reduction in staff, the Counseling Department embarked on a project to review the counseling function and make recommendations for changes and new methods of delivery of services. The counselors examined such areas as individual walk-in and group counseling, assessment, methods for increased retention of students, coordination with the admissions office, and implementation of new methods and technologies, specifically a faculty advising project and a permanent video of courses offered at the College. The results of these meetings and individual efforts should be considered successful in light of the limited amount of time available.

An instructional improvement grant was written to fund a program of faculty advising that will include training and development of a handbook for faculty use in a consortium with another college.

Counselors visited classrooms in the spring to improve retention of students by providing essential advisement and information. They also encouraged students to register early for the following semester. Approximately 50 visitations were made.

A faculty member designed and implemented the permanent video file with more than 20 course descriptions. This innovative projet will assist students in selecting courses, and will be used by both students and counselors.

Attempts were made to improve staffing in the assessment program; staff shortages did not permit the assignment of a counselor to coordinate this function. Request for proctors, readers, and computer operators were made in cooperation with the English Department.

Career/Life Planning Center expanded their program by offering a 2-unit open-entry/open-exit personal development course. The Center also moved to the B5 building and restructured its services.

The Transfer Information Center continued to expand its services and recruited representatives from additional universities. The Center now has regular visitations from eight area universities. Well over 700 students met with university representatives, a significant increase over 1985-86. In addition, a summer program was instituted on an experimental basis. It was well attended by students seeking transfer information and will be repeated. At the end of the year, the Center received an evaluative visit from Judy Miner of the State Chancellors' Office.

Services to single parents and homemakers, funded by VEA, were offered through the Center for New Options. Counseling was also given to adults returning to college. This year the program funded Monday evening child care for single parents through the campus Child Development Center. This aspect of the program continues to aim its services at the recruitment and retention of students. A handbook for students was developed and disseminated.

The VEA Sex Equity project focused on the recruitment of high school students and community members into vocational programs which are non-traditional to their gender. Peer advisors were trained and dispensed program information to interested individuals on and off campus.

A counselor was transferred half-time to provide counseling for the College's new PACE program. He handled approximately 1,000 program referrals and about 400 students.

Despite the severe personnel losses suffered this year by the Counseling Department, the staff met the challenges of their task. They worked non-traditional schedules, devised innovative methods for delivery of services, and worked overtime. However, the Department did have to reduce counseling coverage by closing one evening per week. Lack of evening clerical support compelled the use of an answering machine. But the staff should be commended for its efforts to provide satisfactory service to students .

The EOP&S program served 497 eligible students during 1986-87. Each student received a book voucher and/or cash award, along with counseling and tutoring services. The number of students receiving tutorial services showed a marked increase over last year. Disciplines thus supported included math, computer science, English, and aircraft maintenance technology. Highlights of outreach and recruitment services were frequent visits to local feeder high schools and an intensified distribution of written

information. EOP&S staff published a monthly newsletter and printed a special calendar, depicting four-year colleges and universities and their EOP&S components . The Summer Youth Employment Program(SYEP) sponsored 38 students.

EOP&S will continue to support the education and aspiration of eligible students through four-year transfer programs, employment transition programs peer counseling, summer instruction, child care services and study skill workshops.

Financial Aid

An average of one third to half of the permanent financial aid staff positions authorized in the budget and approved on the staffing plan went unfilled during 1986-87. Instead vacant regular positions were "filled" by temporary/relief staff. This necessary accommodation proved far from satisfactory, as the office experienced a high turnover of competent relief staff who left for better paying jobs, while the unsatisfactory employees had to be terminated. The lack of permanent staff clearly caused delays in processing of student aid applications, while laying a heavy burden on remaining regular staff.

Fiscal year 1986-87 began with the decentralization of the Financial Aid operation. Colleges assumed responsibility for all aspects of financial aid except for the centralized accounting and loan collection unit.

Processing of student applications through the Financial Aid Management System (FAMS), originally implemented during centralization, continued during 1986-87. WLAC staff attended training sessions during July and August, but in actuality the staff spent the entire year learning FAMS, its capabilities, limitations, and "glitches".

The WLAC Financial Aid Office received 878 aid applications. Approximately 40% of these resulted in Pell Grants. Guaranteed Students Loan regulations were much stricter in 1986-87; of a total of 225 applicants only 160 actually received funds. Fee waivers, credits and deferments were granted by the Financial Aid Office to 1,193 students, whose fees would be paid by the Board of Governors Grant Program. Office hours were extended to 7 pm four nights a week to accommodate evening students.

Special Services

In an annual parent survey conducted during Spring 87, student/parents with children enrolled in the Child Development Center were asked how many units they would carry if Center services were unavailable. Responses indicated that their average enrollment would drop from 10.5 units to 6 units. Thirty-eight percent of the student/parents indicated that they would not be enrolled in any classes if child care services were unavailable. The Center therefore seems to support student/parent enrollment.

In Fall 1987, the Center instituted a new parent fee schedule. This did not appear to impact parents negatively. The equal payment plan is working well.

The Center Parent Club has been very active this year. Parents have been busy attending meetings and raising funds through stuffed animal sales, bake sales and a tryke-athon; providing a Thanksgiving feast for WLAC's faculty and staff; conducting an open house; and participating in special parenting workshops. Parents raised approximately $3,000 during the 1986-87 school year. In addition, this year a parent wrote regularly about center activities for *The Oiler*, increasing the Center's campuswide visibility.

To meet the needs of evening students, the Center offered evening child care on Monday evening for four hours. This project, called "Night Owls" and funded by a VEA grant, showed promise of growth and will again be offered in Fall 1987.

Student use of the Tutoring Center increased during 1986-87, with 7,000 hours of tutoring provided. The wide variety of subjects covered ranged from such academic areas as biology, calculus, chemistry, foreign languages, and philosophy, to more vocationally-oriented subjects such as aircraft maintenance, accounting, computer science, and word processing. Reports from teachers and evaluations by students indicate that tutoring helps dropout prevention and retention of students. The addition of a course to train tutors (Education 6) has allowed ADA reimbursment both for the course and, partially, for the tutoring itself. Continuation and possible expansion of the program is planned for 1987-88.

Reading and writing laboratories were continued under the direction of language skills instructional assistants, and with the help of student tutors. Assistance was offered to any WLAC student enrolled in any course requiring written assignments.

Computer Assisted Instruction (CAI) continued to grow, with an increase of 200 hours over 1985-86. Faculty continue to be involved with organizing course material based on supplemental CAI use. Plans are being made to upgrade the equipment in the

Center, as the computers now in use have been maintained only by the valuable knowledge and creativity of the Center's two program assistants.

Student Activities

Considerable effort was expended this year to rebuild the student activities/affairs program at WLAC. Elections in the Fall semester produced a full council for the first time in three years. The council developed, approved, and implemented an operating budget. Spring semester activities produced wider student involvement in the life of the campus, both in membership in the ASO and in attendance at college-wide events. The largest turnout of voters in recent years for the student trusteeelection is evidence that campus spirit and pride is increasing.

A major renovation of the student center has given a "home" to both day and evening students. Additionally, the ASO has begun to recognize the importance of establishing a close relationship with the alumni, and resources have been allocated to establish an on-going program. The 1987-88 school year holds great promise for continued growth.

Community Services

Classes

After additional efforts to renew the traditional Community Services Program, it was decided in the late spring to change its orientation. The new emphasis will be on limited special classes related to business or licensure requirements. These classes will be promoted by direct marketing to the particular market segment and not by a general schedule, resulting in a saving to the program. At the end of 1986-87, this approach had only just begun; it is slated for full operation in Fall 1987.

Special Events

WLAC's Music Department was instrumental in the launching of a new professional music group, XTET. This group, composed of 10 exceptional student musicans, gave

their inaugural concert at the College and received a favorable review in the Los Angeles Times.

Concerts by the College's evening outreach orchestra, the Marina del Rey-Westchester Symphony, were held at three different community locations. Audiotapes of some of the concerts were also broadcast over KXLU, the Loyola Marymount University radio station, and videotapes were broadcast on local cable television.

The WLAC Jazz Ensemble made numerous appearances on campus, while the WLAC Recorder Consort presented informative concerts featuring music of the Renaissance and Baroque periods. The Recorder Consort also traveled off campus to present their music. Other memorable events included a French music program, and a winter holiday concert.

Planning, Research And Development

Long Range Planning

Chaired by the College President, the Futures Committee was established and charged with responsibility for assisting in the College's strategic planning efforts. The Committee worked on several projects, including revision of the facilities master plan, the College's mission statement, and instructional equipment grants.

This year the College also submitted capital construction projects for the new Aero Tech Building and Physical Fitness Buildings, and developed a plan for Phase II and III of College construction.

The College commissioned a professional study of WLAC's image in the community. The study concluded that the College suffers from a lack of community awareness rather than a negative identity. Generally the community believes that WLAC provides excellent instruction but an insufficient breadth of courses.

In Fall 1986, WLAC conducted a survey of 1800 students to determine which recruitment techniques had been most effective in influencing students to register. Forty percent of survey respondents indicated that they had registered in response to a "modified schedule" which was circulated in the *Los Angeles Times*.

The College also surveyed its evening student population in the spring semester to determine the needs of this emerging student population. Using the result of these surveys WLAC conducted a major student recruitment campaign including advertisements, mailers, radio annocements, and exhibits at local fair and shopping centers.

Special Fund Development

This year WLAC submitted eighteen proposals requesting a total of $ 1,300,000 from federal, state, and private sources. The College received $170,000 (13%) of the requested funds. The Federal Government continued its support of the Cooperative Education Program, while the College was successful in securing federal funding for a new three-year Special Services for Disadvantaged Students Program, a state-sponsored Foster Parent Training Program, and the National Collegiate Athletic Association's (NCAA) Summer Youth Sports Program. This support will augment current efforts to improve student retention and to build bridges to the community.

For the first time in many years, WLAC failed to obtain a grant from the State's Fund for Instructional Improvement. This was major disappointment, since the Fund has traditionally sponsored "teacher-developed" projects which had a strong positive impact on the instructional program.

In conjunction with the District's Business Survey Center, WLAC attempted to develop two special programs aimed at strengthening the College's ties to with business and industry and to better serve the handicapped. Two programs were developed, one to teach computer maintenance programming to the deaf, and another to teach medical transcription to the blind. To fund these high per-capita-cost programs, several proposals were developed for specific aspects of each program, and submitted to various state agencies for funding. Although several proposals were approved, each program required that all aspects be funded in order to be operational. The College regrets that these excellent programs will not be implemented in 1987-88.

Community Relations and Marketing

Public Information and Student Recruitment

The College contracted with an opinion research firm to conduct a sampling of community members including local high school counselors, administrators and students, and current and former WLAC students, in order to determine how WLAC was perceived and what steps needed to be taken to improve the College's image. The study concluded that the College did not have a bad image--it simply had no image in the minds of many area residents, including those who have lived in the community for years. Among those who did have an opinion, WLAC was known for its impressive Learning Resource Center, computer and language labs, and the excellence of its faculty. There was, unfortunately, the mistaken impression that it is an unsafe campus. Therefore, all public information and recruitment activities during 1986-87 were conducted with those facts in mind, and were directed at building upon positive factors while raising the visibility of the College in the community and among local businesses.

The College Class Schedule was designed to feature blurbs about WLAC's faculty members, including information about their background and credentials. Layouts, photos and text were designed to emphasize friendliness, accessibility and services. Special emphasis was placed on the college's record as the safest campus in the District. In addition, a modified schedule was sent to 225,000 homes in the College's service area during the month preceding the start of each semester. This publication featured a condensed class listing, as well as information about college programs and services.

Promotional materials were distributed at shopping centers, libraries, youth and recreational centers, senior citizen centers, employment fairs, schools, Employment Development Department offices, churches, synagogues, and local businesses. New releases describing the College's programs, services and registration procedures were mailed on a regular basis to local newspapers, with follow-up telephone calls to suggest feature articles.

WLAC also maintained a mailing list of all those who had requested information about the College but had not yet enrolled. Class schedules and other promotional materials were mailed to those individuals each semester, along with a letter encouraging them to enroll.

A lighted marquee was installed at the entrance to the campus, at Freshman Drive and Overland Avenue, to make the College more visible to passers-by as well as to publicize events and programs held on campus.

A series of College Success Seminars was held, with invitations issued to 9,000 graduating high schools seniors and their parents. The seminars focused on techniques that enable students to get more out of their college education, and attendance was excellent at the morning, afternoon and evening sessions.Faculty members, counselors, students, alumni and representatives from four-year universities made presentations and offered advice.

The Director of Relations with Schools (K-12) was involved in a wide range of activities with the 16 public feeder high schools, one elementary school, and three private schools. Tours were conducted on a regular basis, a luncheon was held with faculty from Hamilton High, WLAC's adopted high school, and invitations were issued to feeder school students, faculty and administration whenever special events were held at the College. An Early Admission Application was printed and distributed to students at feeder high schools, encouraging them to reserve a space for the following fall semester.

In addition, the Director continued activities with other schools or districts, attended College Days and College Nights at those schools, and represented the College at informational fairs in the community.

Articulation with Schools

The primary thrust of the WLAC Relations with Schools Program has been twofold: to coordinate college outreach efforts and to communicate information and needs between the College and K-12 schools. The Program Director is responsible for initiating contact and activities with both public and private secondary and primary schools. During 1986-87 the Director was instrumental in establishing a UCLA Institute for high school counselors and college success seminars aimed at improving student participation. The Early Application Program distributed 10,000 WLAC entrance applications to graduating seniors. From this, 227 students were brought to the College for English and Math assessment and faculty advisement. College classes at three local high schools provided a vehicle for informing students about WLAC. A recruitment videotape was distributed to specific schools. The Peer Advisor program, with funding by EOP&S provided six peer counselors at local high schools. Finally, as noted above, WLAC hosted a luncheon for the faculty of Hamilton High.

Contacts with Business and Industry

In May, the College conducted a business breakfast, which was attended by over 100 representatives of the local business community. The College President is active on four local chambers of commerce and sits on the Board of Directors of the Culver City Chamber of Commerce. She is also chair of the Youth and Education Committee for the Culver City Chamber. In this capacity she conducted an interest inventory to determine ways in which the business community would like to support WLAC.

Administrative Services

Facilities

This year, the Board of Trustees of the Los Angeles Community College District hired a property development counselor, Keyser-Marston, to make recommendation for the best use of the Airport Center property and eventual use of property on the WLAC campus.

The College worked on revision of the facilities master plan, submitted capital construction projects for the new Aero Tech and Physical Fitness buildings, and developed a plan for Phase II and III of college construction.

During 1987, despite staffing shortages, several projects were completed to better serve the needs of students. Signs throughout the campus were replaced or improved, and two concrete monuments were installed at the entrance on Overland Avenue, along with a lighted message board to better inform the community of campus events. A helium baloon was purchased to fly over the Admissions Building during registration.

Several roofing projects were completed, sections of the campus were replanted either with grass or plants, preliminary work on the relocation of the Travel Program from the Airport Center to the Main campus was begun, and the Computer Assisted Design (CAD) lab was relocated and expanded to better meet the needs of this growing program. Most of the modifications and repairs were made in a timely manner and with minimum disruption to faculty and students.

This year the Bookstore began to emerge from difficult times and became profitable. In July 1986, as a result of several recommendations of the Board of Trustees, it was decided to include freight charges in the calculation of textbook markup. Further analysis of sales indicated an increase of 11%, stemming from increases in enrollment and class offerings, and decreases in operational expenses. Due to budget restrictions, relief personnel were assigned to the Airport Center Bookstore for the first two weeks of the fall and spring semesters. Airport Office staff trained by the Bookstore operated the Airport Center store during the balance of the semester.

Immediate supervision of the Bookstore manager was assigned to the college fiscal administrator. The Bookstore hours were revised to better serve late afternoon and evening students, and accommodations for Saturday classes were provided on an "as needed" basis.

This year caps and gowns were not rented, but sold at the Bookstore, along with special graduation invitations, films and flowers. Also, more convenience food and drink items were added to the merchandise. A hot drink vending machine was installed. The purchase of a personal computer received budget approval this year.

The Cafeteria operation was streamlined but it was still a far from a successful enterprise, losing over $27,000 in 1986-87. The unit was understaffed, with only a fountain grill manager, a cafeteria worker, and a cashier. Student workers and a senior citizen volunteer helped out, but they could neither cook nor handle unpackaged food. With a limited menu (necessary to keep down waste and improve food delivery), students and staff did not utilize the Cafeteria as much as expected. Part of the problem must be laid to staff absences. All too often employees were away from the work place for illness and many other reasons. At times the cafeteria had to be closed and a catering truck called in.

Business Office/Fiscal Operations

Performance and coordination of business and fiscal services suffered from staff shortages and the inability to fill vacant positions in a timely manner, due to hiring freezes and budget reductions. The increased workload imposed on a reduced workforce caused stress and increased absenteeism. The end result was a substantial delay in production of required reports and error rates beyond those normally encountered.

However, the Business Office was able to carry out short-term activities such as the collection of enrollment fees in the registration area as part of the College's

"one-stop"registration process. Staff served regularly beyond their normal work hours to delivery quality service. Compensatory time was granted to preclude further erosion of the budget.

The Office implemented district purchasing policies designed to promote regular follow-up procedures for requisitions, thus eliminating vendor complaints regarding late payment, and thereby enhancing the credibility of the College with vendors.

The Program 100 budget ended the fiscal year in balance, despite required reductions. On the other hand, VEA and Community Service budgets were in deficit at year end. The districtwide budget crisis will continue in 1987-88 to impact non-instructional areas which provide support services. In addition, the budget lacks sufficient funding for replacement of staff suffering long-term illness and also lacks adequate funds for certificated substitutes and classified relief employees (the latter filling vacant and authorized positions). Nevertheless, essential services must be performed. The classified staffing plan offers hope; the operating budget, despair.

Security and Safety

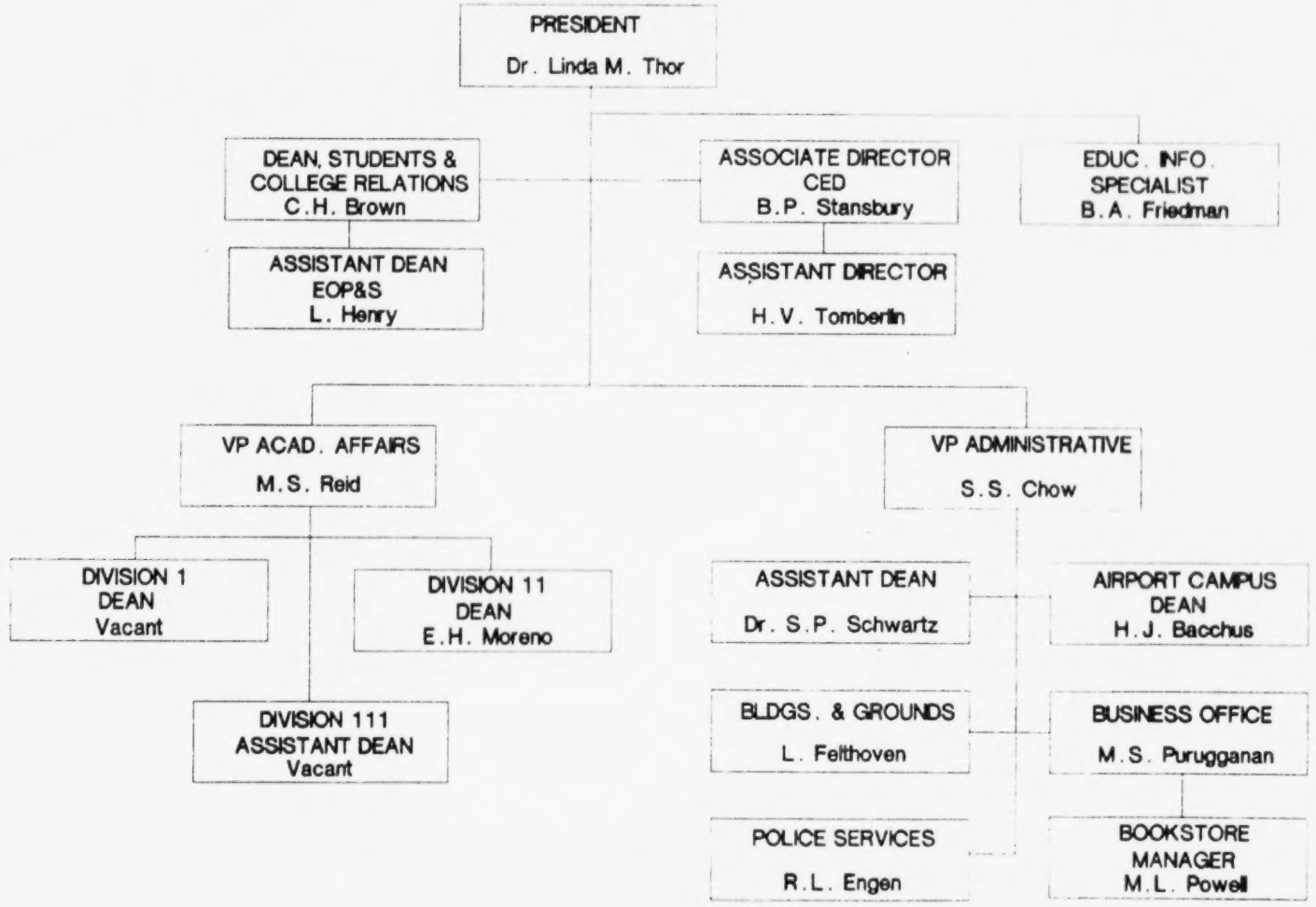
The West Los Angeles Safety and Police Service Department handled over 35,000 calls for service, ranging from the issuance of temporary parking permits to serious injuries and arrests for criminal violations. All of this was accomplished with a minimum number of personnel. The staff includes 3 full time officers, 3 officer trainees (all of the trainees must work with a full-time officer), 14 part-time officers and one intermediate clerk typist. The officers are on duty 24 hours a day 365 days a year, and must cover two campuses (the Airport Center being the other site).

The College Police are being called upon to provide safety training and safety and hazard checks throughout the District's campuses. This is difficult to do in some instances, since the officers have not received training in these areas. The most critical is the area of hazardous waste management and Occupational Safety and Health Administration (OSHA) regulations.

This year the Police had to deal with 37 illness/injury reports. Since the Department is charged with the primary responsibility for handling this type of incident, additional first aid training is needed for all officers. The large number of burglaries, 32 this year, indicates a need to increase security awareness on the part of the staff.

The College is striving to implement new programs, services, and delivery systems during 1987-88. With these efforts, WLAC is developing a new pride and confidence, thus presenting a stronger, more positive image to the public and academic community as it approaches the twentieth anniversary of its founding.

WEST LOS ANGELES COLLEGE
ORGANIZATION CHART 1986-87



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